DEMANDS FOR GRANTS.—(*contd.*)

DEMAND XII.—EDUCATION.

MR. L. C. HODGSON (*Director of Public Instruction*): Sir, I rise to move for a grant not exceeding Rs. 32·35 lakhs for the Department of Education.

Motion 263.

The following motion was not made :—

MR. V. KUNJUKRISHNA PILLAI :

263. To reduce the allotment of Rs. 7,920 for Head Accountant, clerks, etc., by Rs. 500.

Motion 264.

MR. V. KUNJUKRISHNA PILLAI (*Chirayinkil*): Sir, I beg to make the following motion :—

264. To reduce the allotment of Rs. 12,596 for travelling allowance by Rs. 596.

The object in bringing this motion is to show that the number of Inspectors in the department is greater than what is required. There was a time when the Education Department was more efficiently—

PRESIDENT: That is a question of policy. You have proposed a definite cut. You cannot discuss a question of policy. You can only say whether the travelling allowance is too much.

MR. V. KUNJUKRISHNA PILLAI (*Chirayinkil*): One Inspector has been reduced since last year. I must know from the Director of Public Instruction whether the allotment for travelling allowance is intended for Inspectors alone or for Assistant Inspectors as well.

PRESIDENT: Mr. Hodgson will tell you in his reply.

MR. L. C. HODGSON (*Director of Public Instruction*): Sir, I understand the motion by Mr. V. Kunjukrishna Pillai is to make a reduction in the allotment of Rs. 12,596 for travelling allowance.

I could not very easily catch what Mr. Kunjukrishna Pillai was saying. He dealt mainly with the travelling allowance of Inspectors.

PRESIDENT: He wants to know whether the amount includes provision for Assistant Inspectors also.

MR. L. C. HODGSON (*Director of Public Instruction*): Yes Sir, for all Inspectors; English School Inspector and Assistant Inspectors, Vernacular School Inspector, and Assistant Inspectors and Mohammadan School Inspector.

MR. V. KUNJUKRISHNA PILLAI (*Chirayinkil*): I withdraw the motion.

The motion was by leave withdrawn.

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[Mr. J. John Nidiry.]

Motion 265.

MR. J. JOHN NIDIRY (*Changanachery* cum *Minachil*) : Sir, I beg to make the following motion :—

265. To reduce the allotment of Rs. 65,766 for Inspectors by Rs. 100.

My object in bringing this motion before the House is to draw the attention of the House to the high expenditure on the Education Department. At present, we have a highly paid Director of Public Instruction and also two Chief Inspectors, one for English Schools and the other for Vernacular Schools. Then again, under the Inspector of English Schools, there are Assistant Inspectors. So also with regard to the Vernacular School Inspector. I think the Inspector of English Schools may be done away with, that is to say, the Director of Public Instruction may be asked to do the inspection work of High Schools, especially in view of the fact that he has now got a Personal Assistant to help him in cases of emergency. There are three Assistant Inspectors of English Schools who are quite enough to do inspection work. The Inspector of English Schools seems to be a luxury.

Another aspect of the expenditure side in the Education Department also, I wish to bring to the notice of the House for serious consideration. As I have already observed in my speech in connection with the general budget discussion, there is an amazing growth of expenditure on Education. I am of opinion that, if this expenditure is allowed to go on like this, other departments will have to starve to a considerable extent. So, I think it is high time for this House to have some definite policy in the matter of expenditure on Education. I hope the House will agree with me when I say that we are not for a new tax on education, nor for the enhancement of fees, because the general taxation and the taxation of the school-going population has already reached the breaking point. Therefore, my submission is that we should have some policy of seeking a new source for our help. In my opinion, the best policy would be to have the aid of private agencies which seems to have been rather discouraged by Dr. Mitchell. So I would earnestly request the attention of the House in shaping some policy for delegating, as far as possible, more departmental schools to private agencies. If that policy is adopted, I am sure, that will give us great relief. This is a serious matter and I hope we will have a full discussion on this matter from the learned members of the House.

MR. L. C. HODGSON (*Director of Public Instruction*): Sir, Mr. Nidiry's motion was to reduce the allotment of Rs. 65,766 by Rs. 100. In the first part of his speech, he dwelt upon the question of Inspectors. He told us that there are more Inspectors than are actually necessary. He said that any one occupying my position will be able to do the inspection work of English Schools also.

MR. J. JOHN NIDIRY (*Changanachery* cum *Minachil*) : I meant only the High Schools.

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MR. L. C. HODGSON (*Director of Public Instruction*): I understand. He said that, therefore, the post of the Inspector of English Schools might be abolished. Sir, this was said last year and I have also heard before in the Popular Assembly that the Director of Public Instruction should do the duties of Inspector of English Schools also. I do not think Mr. Nidiry has considered all the work that the Inspector of English Schools has to do. The Inspector is not merely an inspecting officer.

MR. J. JOHN NIDIRY (*Changanachery* cum *Minachil*): May I remind Mr. Hodgson that I meant only the Inspector of English Schools and not the Assistant Inspectors?

MR L. C. HODGSON (*Director of Public Instruction*): I am speaking only of Mr. Narayana Aiyar, Inspector of English Schools. In addition to inspecting 43 High Schools and a certain proportion out of 137 Middle Schools for boys, as I said last year in this House, he has to give a great deal of time and attention to the development of English education throughout the State. He does not merely go from school to school, ask a few questions and write a report. He has to consider the educational needs of the various parts of the country. For opening new Middle Schools, he has to consider a large number of applications for the same to satisfy himself of the necessity of additional schools in the particular localities.

MR. M. R. MADHAVA VARIAR (*Chengannur* cum *Pattanamtitta*): May I know how many applications were made for opening new schools this year?

MR. L. C. HODGSON (*Director of Public Instruction*): I cannot give you the exact number. It is roughly about 25. The number of applications was very considerable. In addition to his work as Inspector and as developer of English education he is also an administrative officer. He has the whole of the administrative control of the staff; postings of teachers, transfers of teachers etc., all these have to be done by the Inspector of English Schools. He does not do them finally himself. Some come to me for sanction. A certain portion has to go to Government. If you will permit me, Sir, to refer to the Inspection Code, this is what is laid down there as regards the work of the Inspector of English Schools.

The duties of the Inspector of English Schools are:—

1. "To control and be responsible to his immediate superior for the efficient working of all educational institutions placed in his charge, in accordance with the provisions of this Code and with such other regulations or instructions as may be in force from time to time.

2. To supervise, and be responsible to his immediate superior for the efficiency of the work of all officers and servants subordinate to him, and to bring to the notice of his immediate superior all cases in which such officers or servants have failed to discharge their duties satisfactorily.

3. To have a full and accurate knowledge of the educational institutions and circumstances of every locality and community within his jurisdiction and to bring to the notice of his immediate superior any change in these conditions or circumstances which may affect the progress of education.

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[Mr. L. C. Hodgson.]

4. To have an accurate knowledge of the subjects taught in the schools under his control and of the different methods adopted in teaching those subjects and to keep himself informed of changes in such methods."

And so on.

Sir, the Inspector has always a very heavy day's work before him. Mr. Nidiry expressed the opinion that the Director of Public Instruction can undertake this officer's inspection work. Sir, I think Mr. Nidiry's idea of the duties of the Director of Public Instruction is as imaginary as the palatial office in which he told us the other day the Director of Public Instruction conducts his work. He mentioned three palatial buildings, the Vanchiyur School, the Chief Engineer's Office, and the Office of the Director of Public Instruction. Sir, I have sought in vain for that palatial office. My present office is anything but palatial; the peculiar construction of the staircase which one ascends by gyrations makes me giddy before I reach my office; and similarly when I descend I have an attack of vertigo. (*Laughter.*) I should very much like it if some palatial building were given for my humble office. (*Laughter.*)

Mr. Nidiry seems to have digressed from his subject when he went on to speak about the necessity of reducing expenditure on the Education Department and advocated the policy of delegating departmental schools to private agencies. I do not quite see how that comes in, in regard to the reduction of the allotment for the Inspectors of Schools. However, Mr. Nidiry mentioned it; and therefore, I may say a word with regard to that. As far as my experience goes, as I said last year, the department is ready and willing to give up schools to private agencies, *if* private agencies come forward and offer to take them. There has been only one instance of that kind in my experience, at Bharananganam. The English Middle School conducted there by the Government for many years past was handed over to the local church authorities last year. There is some correspondence about the Vernacular Middle School in the same locality also being handed over to the church authorities. It has not yet been decided. I know of no other instance. It has nowhere been suggested—

MR. J. JOHN NIDIRY (*Changanachery* cum *Minachil*): Ettumanur English School.

MR. L. C. HODGSON (*Director of Public Instruction*): I thank Mr. Nidiry. I quite forgot about it. I think the proposal was that it should be handed over to the authorities of the Mannanam English School.

MR. A. HOOGEWERF (*Nominated*): I wish to know whether the existence of departmental schools does not prevent private agencies from coming forward.

MR. L. C. HODGSON (*Director of Public Instruction*): Sir, the department, if it liked, could act as a deterrent to private agencies coming forward. But the policy at present is to hand over schools to

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private agencies if they are willing to undertake them and if the department is assured that the school will be conducted properly. That was the case at Alleppey. Government abolished the departmental High School that once flourished there, when they found proper private agencies to conduct a school there satisfactorily; I mean the Sanatana Dharma Vidyasala. And it was found that the educational needs of Alleppey were adequately met by the Sanatana School and the Leo XIII School. I think, Sir, it was Dr. Mitchell, who was said to be the sworn enemy of private schools, who effected the abolition of the Alleppey departmental school.

MR. T. K. VELU PILLAI (*Trivandrum cum Nedumangad*): I wish to ask Mr. Hodgson how private schools compare with departmental schools in point of efficiency.

MR. L. C. HODGSON (*Director of Public Instruction*): Mr. Velu Pillai has asked me a question which would take three or four hours to answer. I would like to explain, by facts and figures which I have with me, that the departmental English schools show far better results than private English schools.

MR. A. HOOGEWERF (*Nominated*): I wish to know whether, if grants are given more liberally, more schools will not be forthcoming.

MR. L. C. HODGSON (*Director of Public Instruction*): I quite agree that that would be so. The only question is whether Government can afford to give higher grants. Now we are spending Rs. 7,52,000 and odd on behalf of private schools besides scholarships that are being given to pupils in them and stipends to teachers from them under training.

REV. FR. KURIAKOSE VETTIKKAPALLI (*Todupuzha cum Kunnatnad*): How did the results of the last School Final Examination in private schools compare with those of departmental schools.

MR. L C. HODGSON (*Director of Public Instruction*): Does the Rev. Father refer to the results in 1923 or 1922?

REV. FR. KURIAKOSE VETTIKKAPALLI (*Todupuzha cum Kunnatnad*): 1923.

MR. L. C. HODGSON (*Director of Public Instruction*): I have figures for 1922. The figures for 1923 are not ready.

MR. N. PADMANABHA PILLAI (*Karunagapalli*): May I ask whether, if English education is given in Vernacular Schools, it will not be possible to reduce.—

PRESIDENT: It does not arise here. It is a very big question by itself.

MR. N. PADMANABHA PILLAI (*Karunagapalli*): Suppose it is possible to reduce the number of Inspectors—that is my question.

MR. L. C. HODGSON (*Director of Public Instruction*): I do not think it arises here. If I am allowed time, I can speak on the comparative efficiency of departmental schools and private schools.

PRESIDENT: That is not necessary.

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[Mr. T. K. Velu Pillai.]

MR. L. C. HODGSON (*Director of Public Instruction*): It is not by examination results alone that schools should be judged. Government and the public have long agreed that a single examination is not the only test for efficiency. So far as the E. S. L. C. results of 1922 are concerned, the departmental schools fared far better than the private schools.

REV. FR. KURIAKOSE VETTIKKAPALLI (*Todupuzha* cum *Kunnatnad*): Are the private schools under the supervision of the Inspectors?

MR. L. C. HODGSON (*Director of Public Instruction*): Certainly. They are under the control of the Inspectors. And even if the Rev. Father is able to prove that any private school fares better, I would lay the flattering unction to my soul that the credit is due as much to the departmental authorities as to the managers.

REV. FR. KURIAKOSE VETTIKKAPALLI (*Todupuzha* cum *Kunnatnad*): Sir, I beg to support the motion of Mr. Nidiry; and in doing so, I beg to congratulate the Government for replacing the very high-paid Inspector of English Schools by a very efficient man on a smaller pay.

Then I should draw the attention of Government to the Administration Report of last year in which it is said:

"It is regrettable to note that, in spite of repeated instructions, the minimum work prescribed was not shown by the Inspectors".

I would only draw the attention of the Director of Public Instruction to this part of the report and ask him to kindly see that matters do not go on as they have been going on till now.

Then again, I have to add one word with regard to the treatment meted out by the Inspectors of Schools to private schools. I must give them credit for the great improvement that I notice in them. But I beg to submit that as long as that spirit of the author of our Code, which he has successfully infused into the department remains, there will always be matter for complaint. Mr. Hodgson took objection to my statement as well as Mr. Nidiry's that Dr. Mitchell based his Code on a very bad policy which dealt a death-blow to private institutions. When I asked him whether he could give me the number of private schools that existed when Dr. Mitchell took charge and the number when he left, he was not able to give it. I find that in 1089 when Dr. Mitchell took charge of the department there were 468 departmental schools and 3,237 private schools and that, when he left Travancore for good, he had doubled the number of departmental schools, the number of which came up to 828, and had managed to reduce private schools by three-fourths. The number of private schools went down to 935.

MR. T. K. VELU PILLAI (*Trivandrum* cum *Nedumangad*): I wish to ask the Rev. Father whether he can give instances of any private school being arbitrarily suppressed by Dr. Mitchell.

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REV. FR. KURIAKOSE VETTIKKAPALLI (*Todupuzha* cum *Kunnatnad*): I cannot give any instances. But from the statistics we see that, during his administration, the number of private schools has gone down to a considerable extent. Apart from that, Dr. Mitchell himself, in his Administration Report for 1085, says—just the reverse of what seems to have been attributed to him :

"There is no use in aiding private schools when we can do the work with no cost and more efficiently".

But the committee appointed by you, Sir, *viz.*, the Educational Expenditure Committee, says clearly that subsequent facts do not justify Dr. Mitchell's statement. So, from all these we see that, on the whole, the policy of Dr. Mitchell was against private institutions. As long as his spirit remains in the department—and I am sorry to say that it still remains—there will be ground for complaint. When we admire a thing we begin to imitate it. The present Director of Public Instruction seems to be all admiration for Dr. Mitchell. So I am afraid he will begin to imitate him, although he has laid down a policy in 1091 almost just the reverse of Dr. Mitchell's policy.

MR. L. C. HODGSON (*Director of Public Instruction*): I defend Dr. Mitchell against undeserved condemnation, but I hold no brief for Dr. Mitchell. I may tell the member that Dr. Mitchell's views and mine were, as a matter of fact antagonistic.

REV. FR. KURIAKOSE VETTIKKAPPALLI (*Todupuzha* cum *Kunnatnad*): I hope that the present Director will instil his own spirit instead of that of Dr. Mitchell into the department.

MR. A. GOVINDA MENON (*Alangad* cum *Parur*): Much has been said about the policy of Dr. Mitchell as regards the suppression of private schools. Altough I had no personal connection with him, I have had opportunities of knowing exactly the policy which he actually wanted to carry out. I think he was perfectly right so far as the primary schools were concerned. I think it is the duty of the State, so far as primary education is concerned, to meet all the expenses necessary for the conduct of the primary schools. Of course, though Government have not viewed the matter—according to some people—very liberally, that is slightly due to want of funds to meet that expenditure. For my part I would endorse every word of Dr. Mitchell, and I would say that on no ground should primary schools be transferred to private agencies. That is my own view of the matter.

REV. FR. KURIAKOSE VETTIKKAPPALLI (*Todupuzha* cum *Kunnatnad*): Did Dr. Mitchell say that?

MR. A. GOVINDA MENON (*Alangad* cum *Parur*): His policy was that primary education should be purely under the Government. I know it as a mattter of fact.

MR. A. HOOGEWERF (*Nominated*): The motion before the House is whether the Inspector of Schools should continue to exist or not. That is the first issue.

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[Mr. A. Hoogewerf.]

MR. L. C. HODGSON (*Director of Public Instruction*): That is not the motion before the House. The motion before the House is to reduce the allotment for Inspectors by Rs. 100.

MR. A. HOOGEWERF (*Nominated*): But we have gone on a tangent about private schools I shall begin with the necessity for an Inspector of Schools. The report quoted by the Rev. Father says that minimum work was not done by the Assistant Inspectors. That is not very good reading. There is a tendency to add on to the number of appointments. The result is the accumulation of correspondence in the office of the head of the department. An assistant has to be appointed and a sub-assistant has to be appointed later.

MR L. C. HODGSON (*Director of Public Instruction*): Sir, there is no sub-assistant Inspector in the department.

MR. A. HOOGEWERF (*Nominated*): I am speaking of the general policy.

PRESIDENT: You are speaking of a post that does not exist.

MR. A. HOOGEWERF (*Nominated*): That exists in the Medical Department and many other departments and may be created here also.

MR. L. C. HODGSON (*Director of Public Instruction*): We are now discussing the grant for the Education Department.

MR. A. HOOGEWERF (*Nominated*): There seems to be a tendency to add to appointments. I make it as a general remark. We should simplify the whole educational machinery. I think it would be quite right if the Director is asked to do the inspection work also, in consideration of the fact that he has an Assistant. Papers have to go from the Assistant Inspector to the Inspector and from the Inspector to the Director. It leads to increase of expenditure and also swells the correspondence. This is only a suggestion.

Coming to private schools, there is not the smallest doubt that Dr. Mitchell's policy has given a set-back to private institutions. I was so glad to hear when Mr. Hodgson said that, in the case of Alleppey, the Government were very glad to abolish the Government school when proper private agencies were ready to conduct a school there. That should be the policy of the department. In Alleppey and Quilon, there are no departmental girls' schools. There are only Convent Schools.

MR. L. C. HODGSON (*Director of Public Instruction*): There is a Departmental English Middle School for girls at Alleppey.

MR. A HOOGEWERF (*Nominated*): It is a pity.

MR. L. C. HODGSON (*Director of Public Instruction*): "Pity 'tis 'tis true".

MR. A. HOOGEWERF (*Nominated*): I do not think there is any necessity for departmental girls' schools at Alleppey and Quilon. I was

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all along congratulating Mr. Hodgson. I think I should withdraw the congratulations now. (*Laughter.*)

There is the Leo XIII School at Alleppey and it is run very efficiently and at a cheaper cost than departmental schools and if we take the results for the last ten years, it will be found that private schools are far ahead of the departmental schools. The results of the Model School, Trivandrum, may support my contention. If a little more help is accorded to private institutions, I think the Government will be relieved of much of the burden.

MR. T. K. VELU PILLAI (*Trivandrum* cum *Nedumangad*): Sir, the nomenclature that we have adopted in the discussion of this topic seems to me to be incorrect. It appears to me that all schools are to be considered public schools because all the children of the public are allowed to study in all the schools. I think the distinction that is at the back of people's minds is that between schools managed entirely by the department and others managed by private agencies which receive grants from the Government. I am certainly in favour of Government lending its support to private schools if they are efficiently managed. That liberal policy has been followed by the Government for a long time past and it has produced very good results. The idea of giving up Government schools whenever private agencies come forward and ask for them does not commend itself to me, and I trust it will never commend itself to anybody in this House or to the Government. If private agencies ask for help, Government should help them. But if private agencies come forward and say that they want all the buildings with the costly equipments and the whole of the traditions of all the departmental schools, Government must tell them that they are never prepared to do so. Giving help to private schools is quite independent of the department maintaining its own schools. That is the distinction which I wish to impress upon the Council at present.

MR. A. HOOGEWERF (*Nominated*): What is the distinction Sir?

PRESIDENT: He has stated it.

MR. A. HOOGEWERF (*Nominated*): I wish to know what the reason for the distinction is.

MR. T. K. VELU PILLAI (*Trivandrum* cum *Nedumangad*): The reason for that distinction is that I believe that ultimately even these so-called private educational institutions depend to a considerable extent on the liberal grants given to them by Government. I hope Mr. Hoogewerf will be satisfied now.

MR. A. HOOGEWERF (*Nominated*): Not satisfied at all.

MR. T. K. VELU PILLAI (*Trivandrum* cum *Nedumangad*): It is not my mistake if my friend is not satisfied. Government have to keep an inspecting officer whether the schools are managed by private agencies or by the Government; nor has it been suggested by anybody that grant-in-aid schools require no inspection. If each school is left to have its own system of teaching, there would be no continuity of

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[Mr. M. R. MadhavaVariar.]

policy and no uniformity in the curricula; and I think the educational activity in Travancore will cease to be useful in a very short time.

MR. A. HOOGEWERF (*Nominated*): I wish to know whether Mr. Velu Pillai wants to make out that there is no continuity of policy in regard to private agencies. The whole thing is managed by—

PRESIDENT: You are making a statement. You can only ask a question.

MR. A. HOOGEWERF (*Nominated*): I wish to know whether he was trying to make out that there is no continuity of policy or departmental direction in private institutions.

MR. T. K. VELU PILLAI (*Trivandrum* cum *Nedumangad*): I am for a system of schools worked on similar lines throughout the State and not for a mere conglomeration. That is only my suggestion. If there is no common controlling agency for the numerous private institutions, there cannot be harmonious working or any continuity of policy.

I would also refer to the fact that some communities in Travancore are at a disadvantage so far as aided schools are concerned. Now the Christian Missionaries have started many private schools and the other communities are very grateful to them for the help that they have rendered in bettering the education of our people. We have, at present, so many sectarian and other organisations complaining about the difficulty of boys getting admission to schools, about disputes regarding the teaching of religious books and so forth; and, at this stage in the history of our progress, it would be better to run a large number of schools departmentally, so that this and other troubles may be obviated. I am certainly for helping aided institutions to our uttermost capacity, but I am definitely against giving over schools now under the management of Government to any private agency whether Christian, Hindu or Mahomedan. If the Government are going to divest themselves of their functions and hand over judicial work to Panchayat courts, hospitals and schools to municipalities, and schools and Colleges to individuals or religious or secular organisation the work of Government becomes light, but the system will not conduce to our welfare. The Travancore Government have only to look after the material and moral prosperity of the country; we have no wars to wage and no diplomacy to claim our attention, and therefore I am definitely against handing over our departmental schools to private agencies or to local bodies. But I wish to draw a distinction. I am for handing over some primary schools in case local bodies such as municipalities are prepared to conduct them.

MR. M. R. MADHAVA VARIAR (*Chengannur* cum *Pattanamtitta*): The two points raised by the discussion on this motion are whether the post of the Inspector of English Schools can be abolished and whether the enormous expenditure on the Education Department can be curtailed by converting all departmental schools into aided schools. With regard to the first point, even after hearing the arguments advanced by the

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Director of Public Instruction, I am not convinced that the post of the Inspector of English Schools is absolutely necessary for the administration of that department. Now there are two Inspectors, one for the Vernacular section of the Education Department and the other for the English section; and there are Personal Assistants also for these Inspectors. Comparatively the number of English Schools is not much and these can be inspected by the Director or by the Personal Assistant now appointed to help the Director. Two or three years back, the Director himself was inspecting English High Schools. Now that his work has been minimised by the appointment of the Personal Assistant, I think he himself can inspect all the English Schools. Mr. Hodgson was enumerating the various duties which the Inspector of English Schools has to do, but these duties can be conveniently performed by the Director himself or by the Personal Assistant to the Director.

Mr. Hodgson was also referring to the work of the development of education. I have to confess that I have not understood that point clearly. My impression about the educational policy pursued by the Travancore Government is that the system of education has not developed a bit in the past two or three decades. I do not find that by the development which is carried on by the Education Department the system of education has improved very much.

With regard to the Director's work, it was stated that it is very heavy, even after the appointment of the Personal Assistant. I do not know what is the nature of the work which the Director has to do. By the decentralisation of work at present I think that the work of the Director can be reduced, and he will have sufficient leisure to inspect English Schools. Moreover, to develop Vernacular education and to administer that section of the department there is a separate Inspector. So, the Director can undertake the administration of the English section and the development of English education. I understand that now the Personal Assistant to the Director is only a signing machine.

MR. L. C. HODGSON (*Director of Public Instruction*): That is not correct.

MR. M. R. MADHAVA VARIAR (*Chengannur* cum *Pattanamtitta*): If he is given more work with regard to the administration and development, I think the Director of Public Instruction can dispense with the post of the Inspector of English Schools. With regard to the second—

MR. S. SUBRAHMANYA KARAYALAR (*Pattanapuram* cum *Shencottah*): Sir, I strongly protest against the statement of Mr. Madhava Variar that the Director of Public Instruction is a signing machine.

PRESIDENT: You cannot protest; you can only put a question.

MR. S. SUBRAHMANYA KARAYALAR (*Pattanapuram* cum *Shencottah*): Is Mr. Madhava Variar justified in calling the Director of Public Instruction a signing machine?

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[Mr. K. C. Mammen Mappillai.]

PRESIDENT : He did not say so. He only said that his Personal Assistant is a signing machine. (*Laughter.*)

MR. M. R. MADHAVA VARIAR (*Chengannur* cum *Pattanamtitta*) : With regard to the second point, my opinion is that, with a few exceptions, most of the departmental schools may be handed over to municipalities and private agencies and that expenditure can thus be curtailed.

MR. K. C. MAMMEN MAPPILLAI (*Commerce and Industries, North*): Sir, the policy of Government with regard to the direction of education has undergone very many changes during the short space of time which I can myself recollect. When I was a student, the Principal of His Highness the Maha Raja's College, Mr. Ross, and later on, Mr. Harvey, were also carrying on the duties of the Director and the Inspector of English Schools and there was a separate Director for Vernacular Schools.

MR. K. P. RAMAN PILLAI (*Quilon*) : How many English Schools were there then ?

MR. K. C. MAMMEN MAPPILLAI (*Commerce and Industries, North*): Very few. Later on—my memory may not serve me—two Inspectors were appointed to carry on the inspecton work of English Schools and Inspectors came to be established for Vernacular Schools still later. The Director's post for the English Schools was abolished and the Principal of the College carried on the duties of the Education Secretary to the Government, and there were—

MR. L. C. HODGSON (*Director of Public Instruction*) : May I ask what all this ancient history has to do with the question now under discussion ?

MR. K. C. MAMMEN MAPPILLAI (*Commerce and Industries, North*): With regard to the present suggestion regarding the abolition of the Director and Inspector I thought all these were relevant.

Later on, there were Inspectors for the Vernacular Schools. After some time, the committee presided over by Mr. Hodgson, of which I also happened to be a member, recommended that this division of the work of supervision in the Education Department was very unsatisfactory and we made a strong recommendation that the same man should be in charge of the whole department. As a result of the recommendation, Dr. Mitchell was appointed as the Director of Public Instruction having control over all the educational institutions of the State, with the exception of the Law College, and a separate Inspector was appointed for English Schools. Later on, a Personal Assistant was appointed to the Director. He became the Deputy Director and he has now become the Inspector of Vernacular Schools. I am afraid there may be other changes in the near future; and if these changes are allowed to continue, it may cause considerable dislocation of the work of supervision. Unless the whole policy is well thought out and a scheme laid down and carried

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out consistently for a long time the impression that we in the country parts form will be that there is a very considerable degree of confusion and dislocation in the supervision. The difficulty lies in the working of it in practice. I have seen a good deal of the internal working of the educational machinery as a Headmaster and as having had something to do with the various English and Vernacular Schools. I may also add that, even if all the educational institutions are placed under one man, the Director's post is absolutely necessary, and that in consideration of the fact that there are Inspectors and a Personal Assistant to the Director, with no more duties than that of mere arrangement of papers, some of the work diverted from the Director can be conveniently given to the Personal Assistant. If the present Personal Assistant is not sufficiently efficient a proper man can be appointed as Personal Assistant and the heavy work of which Mr. Hodgson is legitimately complaining will be considerably reduced and can conveniently be divided and handed over to the efficient and trustworthy Personal Assistant. If some institutions are separated from the head of the Education Department, then the post of the Director of Public Instruction may be found unnecessary. There is a rumour that the College is to be separated from the Education Department and placed directly under Government. I do not know how far it is true. But if any changes are contemplated, surely it should be effected with great caution and circumspection. There is a great deal of danger in effecting such a change. If any such change is to be effected, the post of the Director can be abolished when the present incumbent retires, and an Inspector having as many Assistant Inspectors as necessary to carry on the inspection of the English schools and Vernacular schools, would be more than enough for a small country like Travancore. It would effect a considerable saving in the expenditure.

MR. K. P. RAMAN PILLAI (*Quilon*): I wish to know whether he objects to the name 'Director' or to the post of the Director?

MR. K. C. MAMMEN MAPPILLAI (*Commerce and Industries, North*): I do not object to the name 'Director' at all. The important thing is that there should not be bifurcation of supervision work. If some institutions are to be placed directly under Government the salary attached to the post of the Director can conveniently be reduced.

MR. T. K. VELU PILLAI (*Trivandrum* cum *Nedumangad*): I wish to know whether the powers of inspection and supervision exercised by the Director and the Personal Assistant should be carried on independently of each other.

MR. K. C. MAMMEN MAPPILLAI (*Commerce and Industries, North*): Surely, one should be subordinate to the other.

MR. T. K VELU PILLAI (*Trivandrum* cum *Nedumangad*): I wish to know whether, in every matter decided upon by the Personal Assistant, the Director should have the choice of re-opening and deciding it. Does it follow?

MR. K. C. MAMMEN MAPPILLAI (*Commerce and Industries, North*): It should follow. There should not be duality of control. That

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[Mr. J. John Nidiry.]

is my opinion. If the College is separated, the person having the control of the Education Department should be one who can look after Vernacular education very efficiently and there is no harm in placing the whole department under his control. As far as possible, there should be some consistent policy instead of different policies followed by different officers.

MR. T. K. VELU PILLAI (*Trivandrum* cum *Nedumangad*): Will it not be enough if the same agency supervises both English and Vernacular schools?

MR. K. C. MAMMEN MAPPILLAI (*Commerce and Industries, North*): I think there should be separate Inspectors. I should propose that there should be one responsible person, as the head of the department, who is superior to both the English and Vernacular Inspectors and who can look after Vernacular schools efficiently and satisfactorily.

MR. J. JOHN NIDIRY (*Changanachery* cum *Minachil*): Sir, I must confess I am not at all satisfied with the explanation given by Mr. Hodgson in regard to the work done by the Inspector of English Schools. Of course, he has enumerated the various duties which he is supposed to be doing. But if we ask all the other departmental heads who are here what their assistants or themselves are doing, they will be able to give a bigger list of duties performed by their subordinates and themselves. But one thing to which Mr. Hodgson was referring as the chief duty of the Inspector was that he is to develop the education with regard to the starting of new schools and so forth. My submission is that the country has had sufficient impetus in the matter of English education and that no more help is wanted. On the other hand, on many occasions, the complaint that has reached me is: "Save us from these Inspectors". They are giving a lot of trouble in the development of new schools. So what I submit is—

MR. T. K. VELU PILLAI (*Trivandrum* cum *Nedumangad*): Does he mean that the fact that the Inspectors are particular in maintaining a certain standard in private schools gives trouble?

MR. J. JOHN NIDIRY (*Changanachery* cum *Minachil*): They are throwing out unnecessary obstacles.

MR. T. K. VELU PILLAI (*Trivandrum* cum *Nedumangad*): Are there any specific instances of such cases?

MR. J. JOHN NIDIRY (*Changanacherry* cum *Minachil*): There are several instances which have come to my notice. Suppose the people in a particular locality want to start a new English school; after almost finishing the construction of the building they apply for permission to start the school, but the Inspector will say that the thatching is not of a superior kind or that the whitewashing is not neat or some such silly thing, and thus put obstacles. In such cases, on the assurance of the managers that such little things or changes will be looked after later on, permission should be given.

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MR. T. K. VELU PILLAI (*Trivandrum* cum *Nedumangad*): Is he in favour of allowing children to attend schools in buildings before they are completed?

MR. J. JOHN NIDIRY (*Changanachery* cum *Minachil*): Certainly not. But small requirements and details may be allowed to be done in due course.

MR. K. P. RAMAN PILLAI (*Quilon*): May I know from Mr. Nidiry whether lower grade Secondary Schools are not a paying concern?

MR. J. JOHN NIDIRY (*Changanachery* cum *Minachil*): In certain cases they are. In other cases they are not.

With regard to the handing over of departmental schools to the private agencies I am very glad that Mr. Hodgson has been able to tell the House that the Government are prepared to do that, provided that private agencies come forward to take up the burden.

MR. L. C. HODGSON (*Director of Public Instruction*): Sir, there have been many speakers on this motion and it will be very difficult for me to reply to all of them. I have already replied to Mr. Nidiry's first speech. I shall now first of all refer to what the Rev. Father Vettikkappalli said in the course of his remarks. First of all, he alluded to a sentence in the Administration Report for 1097, regarding the insufficient work of the Assistant Inspectors of Vernacular Schools. I should like to tell him and this House too, in justice to the Assistant Inspectors of Vernacular Schools, that that remark is due to a misinterpretation of the report that I sent in and which has been subsequently cancelled by the order of Government. The report I sent in was worded as follows :—

"All the Assistant Inspectors of Vernacular Schools conducted the annual inspection of not less than a hundred schools except in Districts VIII, XIV, XVIII, XIX, XXI and XXII in which there are not 100 schools to inspect".

What I meant the words to imply was that, except in *all* the above Districts in which there are not 100 schools to inspect, the Assistant Inspectors of schools conducted inspection of not less than a hundred schools. That, however, was interpreted as follows :—

"It is reported that the number of schools annually inspected by the Assistant Inspectors of Vernacular Schools of Dirtricts VIII, XIV, XVIII, XIX, XXI, and XXII fell short of 100 schools each. In District No. XXII the total number of schools to be inspected was less than one hundred. But in all the other Districts mentioned above, the number for inspection was more than one hundred".

Thus the Government review isolates the last mentioned District as having less than one hundred schools, whereas my report says that all the above Districts had fewer than one hundred schools. It was due to that slight error in the interpretation of that sentence in the report that, the observation which the Rev. Father Vettikkapalli quoted followed, *viz.*, "It is disappointing to note that in spite of repeated instructions the minimum of work prescribed was not shown". As this has been brought as a charge against the Inspectors by the Rev. Father Vettikkapalli, I think it is only right in justice to the Assistant Inspectors that I should put the matter right.

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[Mr. L. C. Hodgson.]

REV. FR. KURIAKOSE VETTIKKAPALLI (*Todupuzha* cum *Kunnatnad*): It is said that the number of unaided recognised schools awaiting the award of grants was one hundred. Was it not due to the neglect on the part of the Assistant Inspectors?

PRESIDENT: That is a new point you are raising. You mentioned in your remarks that these Inspectors failed to inspect one hundred schools each. That point has been answered.

MR. L. C. HODGSON (*Director of Public Instruction*): The next statement of the Rev. Fatherr Vettikkapalli refers to Dr.Mitchell's hostility to private schools, which attitude, it is said, still remains. I deny that and affirm that the present attitude towards private schools—

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): What is it that Mr. Hodgson is denying?

MR. L. C. HODGSON (*Director of Public Instruction*): I am denying that the so-called hostility of Dr. Mitchell towards private schools still exists in the department. I do not like to say much about myself. But I may say that, during the last few weeks, I have been receiving unsolicited testimonials from the managers of private schools. I do not deny that, according to some of them, gratitude implies a pleasing sense of further favours to come. But many of these letters, I believe, are sincere expressions of personal gratitude to me and the department for the policy shown towards private schools from the managers and controllers of private schools.

Mr. Hoogewerf referred at some length to the comparative efficiency of private and departmental schools. He mentioned the Model School as one, I think, in which the results were not anything extraordinary. I think it is fair to the Model School to point out that it works under great difficulties, as pupils of classes up to and including the V Form have to be experimented upon by the teachers under training. Instead of having regular lessons with class-teachers for all the hours in the day, a stranger comes and takes the class for several hours in the week under the supervision of one of the lecturers. Sir, it is studying under difficulties. I think that the Model School, considering this difficulty, has done very well. In regard to the statement that the departmental schools are inferior to the private schools, it is quite incorrect There was an article in a paper which most of us may have read wherein the writer claims that private schools, as judged by the State averages in the final examination, stand higher in some of the subjects than the departmental English schools. The writer has omitted to include the marks in English composition and he has taken into account the other two English papers as two separate subjects and said that private schools stood higher than the departmental schools in them. But, if the marks in English and English composition are taken together, the departmental schools stood first in the subject as a whole. While saying that private schools hold the first place in a certain number of subjects the

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writer omitted to mention that private schools held the *lowest* place in 15 out of 16 subjects.

Mr. Velu Pillai, I gather, is not in favour of handing over the departmental schools to private managers. It is a policy that has to be carried on with a certain amount of care and judgment. I believe that it is one of the declared policies of Government, with a view to carrying out that which we have heard re-iterated so often in this House, *viz.*, that the expenditure on education must be reduced.

Messrs. Madhava Variar and Mammen Mappillai spoke a good deal about the work in my office. They alluded to my Personal Assistant and seemed to think that, if I delegated a great deal of my work to him, I should be able to inspect all the 45 English High Schools and conduct the administration and all other work of the Inspector of English Schools also. Sir, I should like to say that, with the appointment of a Personal Assistant in my office, now that the same officer has been there for a year and has familiarised himself with the methods of my office work and perhaps, I should say, with my own idiosyncracies, now that he has been long enough there to know exactly how we should do things, he is relieving me of a considerable amount of work. So much so Sir, that I am actually able to get half a day on Sundays and enjoy an occasional gazetted holiday. (*Laughter.*) The work that he does however, must *necessarily* be limited to a certain extent. He is a great deal more than a signing machine It am the signing machine in that office. (*Laughter.*) I have to sign the English School Leaving Certificates, licenses to teachers and a large number of similar documents. I am so sick of writing "L. C. H O. D. G. S. O. N.", that I often wish my name had been Smith or Brown (*Laughter.*)

Mr. A. HOOGEWERF (*Nominated*): May I ask whether the Personal Assistant cannot sign these certificates?

Mr. L. C. HODGSON (*Director of Public Instruction*): He cannot. It has to be done by the head of the department under the Education Code.

Mr. A. HOOGEWERF (*Nominated*): If it is so, why not get the Code amended?

Mr. L. C. HODGSON (*Director of Public Instruction*): The English School Leaving Certificates are important documents in connection with the admission into colleges throughout India. The list has to be approved by the Registrar of the University. It is therefore only proper that the certificates should be signed by the Director of Public Instruction.

Mr. A. HOOGEWERF (*Nominated*): May I know whether this has to be done throughout the year? What will be the number of such certificates?

Mr. L. C. HODGSON (*Director of Public Instruction*): I have to sign something like 2,500 English School Leaving Certificates of which 1,250 have to be signed in two places. I have also to sign between 2,000 and 3,000 Vernacular School Leaving Certificates. In

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[Mr. L. C. Hodgson.]

addition to these, I have also to sign the Vernacular Higher Examination Certificates, a large number of teachers' licenses, a large number of probationary certificates, etc. At the same time, it is only right that these should not be issued except on the signature of the head of the department.

MR. K. C. MAMMEN MAPPILLAI (*Commerce and Industries North*): Will not a facsimile do?

MR. L. C. HODGSON (*Director of Public Instruction*): I should be very glad to use one. I have some recollection of Dr. Bishop applying for permission to use one, but I believe that was refused; and I never asked for permission.

With regard to the Personal Assistant, he is able to do a lot of work along the lines laid down by me. But I cannot put him in charge of many of my duties. It is not possible to put an officer, even of the status of Mr. Cheriyan, in charge of matters relating to headmasters of High Schools who are in the same grade as himself and persons of higher position, such as the Principals of the Training College, the Arts College, the Women's College and institutions of that kind. As a matter of fact, since Mr. Cheriyan has been in my office, and has become accustomed to my ways of office-work, I have found enough relief to enable me occasionally, as I said, to enjoy a holiday. Certainly there is enough work for the two of us.

Mr. Mammen Mappillai refers to the days when we took sweet counsel together as brother members of a Committee. Those were very pleasant days. Mr. Mammen Mappillai laments that things have changed. 'The old order changes yielding place to new, lest one good custom would corrupt the world.' I am proud to say that in regard to the work that Mr. Mammen Mappillai and the Rev. George Parker and several others did along with me, much still abides. There were certain important points which we considered and laid down for the future policy of the department and they are still in force. We laid down that it was not possible, owing to the dearth of satisfactory teachers, to teach English in primary schools. That was abolished in 1908 on the strength of our report, and that still remains.

PRESIDENT: Time.

MR. L. C. HODGSON (*Director of Public Instruction*): I don't know if I have left out anything of importance. But I will steal half a minute. Mr. Mammen Mappillai says there is a great dislocation in the work of supervision and consequently great confusion.

MR. K. C. MAMMEN MAPPILLAI (*Commerce and Industries, North*): Only when a change takes place.

MR. L. C. HODGSON (*Director of Public Instruction*): Then, I take it, at the present time, there is no dislocation or confusion at all. On the contrary, I claim that there is a satisfactory organisation of this department. I have now for about eight years been at the head of it.

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I have to control generally all the branches of the department. There are, subordinate to me, the English branch with the Inspector of English Schools as its head, the Vernacular branch with the Inspector of Vernacular Schools, the female education branch with the Inspectress of Schools, all of them responsible to me and reporting and bringing to my notice all that goes on in their respective spheres. Then there are the Colleges with their most efficient Principals who are subordinate to me. I do not think that you could have a better organisation. It is just like an army. You have got at the head a General who commands and then you have Captains commanding companies with Lieutenants beneath them.

I think I need say no more. I certainly oppose Mr. Nidiry's proposal to reduce the grant for Inspectors of schools.

MR. J. JOHN NIDIRY (*Changanachery* cum *Minachil*): My only wish was to discuss the general policy of the department. It is with that object that I brought forward this motion. That object has now been accomplished. I beg to withdraw the motion.

The motion was by leave withdrawn.

Motion 266.

The following motion was not moved :—

MR. V. KUNJUKRISHNA PILLAI :

266. To reduce the allotment of Rs. 288 for office expenses and pay of menials by Rs. 50.

Motion 267.

MR. K. P. RAMAN PILLAI (*Quilon*): Sir, I beg to move the following motion :—

267. To reduce the allotment of Rs. 88,037 for controlling Agencies by Rs. 100.

My object in sending this motionis to draw the attention of this Council to the absolute necessity of passing for a while and taking stock of the educational activities in the past. We find that, as a result of the educational policy now adopted, the expenditure under this item is steadily increasing. In fact, from 1097 to the revised budget of the current year, it has increased by well-nigh Rs. 5 lakhs. I believe the expenditure in 1097 was more than that of a few years back by about Rs. 10 lakhs—I am subject to correction. If we are to go on at this rate, it is time for us to consider where we shall stop. It is also a matter for consideration whether the system of education that is now being imparted fits the student for fighting the battle of life. Is he made a better citizen? Has his earning capacity increased? Is he a burden to society and a nuisance in the political world, or is he what he really ought to be? Is the system of education that is given to him proper? I particularly emphasise the kind of education that is given in the Vernacular schools and I also wish to know from the Director of Public Instruction whether all his time and energy is taken up in his routine work of transfers and promotions and signing certificates and all that, and whether he has not been able to devote a little time to place

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[Mr. K. P. Raman Pillai.]

before this House any new scheme or plan so as to curtail expenditure under this head without impairing or cutting down the existing number of schools. My submission is that it is time that we have a revsion of our ideas in taking Vernacular education into consideration. I contend that these young men who pass the School Leaving examinaticon are fit for nothing, except perhaps to hold certain lower appointments in the public service. But persons who hold these lower appointments are so tenacious of their lives that vacancies very seldom occur, so that these school leaving men have really become a burden to society. I shall be glad to hear from the Director what these men are fit for, whether as vakils' clerks or merchants' clerks or in any other walk of life. It will be instructive to know what is to be the fate of those who fail to get a pass in the School Leaving examination. A further query that I would raise for his answer is whether the system of education that he has laid down is fit for the children of *all* classes and castes of elevation and depression who come to the various schools seeking education. Taking the state of affairs in 1096, out of 3,41,000 students who were attending Vernacular schools, there were 1,87,000 pupils whose parents were agriculturists, 41,000 and odd pupils whose parents were field-labourers, while there were some thousands of children whose parents were blacksmiths, goldsmiths, coir-yarn makers, weavers, carpenters, sawyers, toddy-drawers, fishermen, domestic servants and barbers, besides Government servants, teachers, vakils, merchants and so on and so forth. The question that I beg to ask him is whether this seven years' training in the Vernacular schools is good enough for all these children alike—whether the system is capable of making a better blacksmith, a better farmer, or a better barber of these children by their education in the schools, and whether it is not the direct result of this education that they refuse to follow the profession of their parents. I can cite several instances to Mr. Hodgson of students who, after passing the School Leaving examination, refuse to follow the avocation of their parents and at the same time are unable to secure Government employment. Now the system of education that we impart not only does not enable the student to become a better artisan or a better farmer than his parent, but it at the same time does not teach him even.

So eventually, after being dissatisfied with knocking at the door of every officer and non-officer for the sake of employment, they begin to blame everybody except the system of education. Now Sir, they cannot be blamed. They have received a sort of education. They have passed their examinations successfuly. They are only asking us to give them work and it seems to me a reasonable request. Now, I am in a position to say from the very look of a Vernacular school leaving boy whether he has got the additional qualification in survey or registration. At any rate, I feel it absolutely impossible to have in service all these men who bombard us at our headquarters and also during our sojourn in the Capital.

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MR. T. K. VELU PILLAI (*Trivandrum cum Nedumangad*): My trouble is that I am asked to give letters; but I seldom receive letters of recommendation.

MR. K. P. RAMAN PILLAI (*Quilon*): Mine is just the contrary. There is no consolation for me. My last request will be to make a small allotment for supplying us with writing papers and envelopes so that we might go on with that work.

But I find there is one immediate result of this system of education, which is, want of employment for these young men. The idle brain works mischief, being dissatisfied with everything, and everyone begins to scribble and to write articles to the Vernacular newspapers with the result that they have been steadily on the increase. We find all manner of irresponsible journals coming out. It is not their fault either. I say they are most irresponsible, for, in the local notes of one paper I read that Barrister M. K. Narayana Pillai, B. A., B. L. has taken leave. We all know that he is not a B. A. & B. L. (*Laughter.*) The date of this Council meeting was wrongly given and so many other petty things show that we are responsible for this. A friend of mine who had to deal with newspapers in various capacities for a long time told me that 75 per cent. of these contributions are from these irresponsible people, and if a great authority is required I have got a book. I will read to the House a short passage from the speech delivered by Sir Alexander Mackenzie, *quondam* Lieutenant Governor of Bengal. These are his words:

> "To any one," he continued, "who studies, as I do from week to week, the utterances of the Press in India, nothing can be more clear than that, though we seldom have such bold sedition preached as led to the recent trials in Bombay, or as prevailed here in 1870, we are now face to face with a far more insidious and equally dangerous style of writing and speaking. And this is an evil which is yearly growing, and with the spread of what is called education, is becoming more far-reaching in its noxious effects. It is indeed, in my opinion, to the modern system of education that we owe all the trouble. I have long been convinced that it is thoroughly unsound. We are turning out by scores of thousands of young men who are trained only in words, look mainly to Government employment, and failing to get it become, as the Maha Raja of Travancore described them, 'a host of discontented, disobedient, and sometimes troublesome young men.'"

My submission to the Council is this. This description is given by the penultimate Maha Raja of Travancore and it must have been at least 40 years ago, probably when His Highness the Maha Raja laid the foundation stone for the Arts College. Whatever that be, that is a very old description and we find that it applies with much force to the state of affairs to-day. My humble query to my esteemed professor Mr. Hodgson is whether we could not change the system slightly so as to better the system and benefit the young men who seek instruction in these Vernacular schools so that we might at once curtail the expenditure and improve the quality of instruction given. I ask if there is any justification for continuing this system of education. Last year this time, I sent up an interpellation asking the Government whether they would be pleased to ascertain the number of students who have passed the School Final and the School Leaving

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[Mr. A. Hoogewerf.]

examinations and also who have failed in these during the last five years. But I don't think that was supplied. At any rate, we find that, on an average, Mr. Hodgson's department manufactures about 1,400 or 1,500 School Final and slightly more Vernacular School Leaving Certificate men. We may safely take it that there may be twice as many who fail to get a pass in these examinations. And it goes without saying that it would be impossible for the Government to find suitable appointments for all these persons. The question is, what are we to do with these persons? Are they not a burden to their parents, a more costly burden? If they had not had this Vernacular or English education they would have been satisfied with the ordinary kind of clothing and food. Now, as a result of the education he has received, his standard of comfort and living has become more costly.

MR. S. SUBRAHMANYA KARAYALAR (*Pattanapuram* cum *Shencottah*): Is it the fault of the Government or the parents who send their children to the schools for getting them educated that these students do not get employment under Government?

MR. K. P. RAMAN PILLAI (*Quilon*): That question does not arise, for I have not blamed anybody. I am simply asking whether it is not time to revise our educational scheme so as to make our children better fitted to fight the battle of life. The result is that there is an increase in the unemployed.

MR. A. HOOGEWERF (*Nominated*): I heard the remarks made by my Hon'ble friend Mr. Raman Pillai with great pleasure. When he speaks on a matter, he invariably speaks with knowledge. His views are as broad as his shoulders. Now it is high time, as he said, to take stock of the whole situation. I would also say that it is time to cry 'Halt.' To take away a carpenter from his natural avocation or a fisherman from his fishing, without supplying him with something better, I say, is almost a crime. I subscribe to every word said by Mr. Raman Pillai.

MR. W. H. PITT (*Commissioner of Police*): Does it not apply to toddy-drawers also? (*Laughter.*)

MR. A. HOOGEWERF: (*Nominated*): Certainly not, if the member means tapping for fermented toddy. I would keep him on the top of the tree to tap sweet toddy instead of fermented toddy.

MR. T. K. VELU PILLAI (*Trivandrum* cum *Nedumangad*): Is not fermented toddy generally used in the manufacture of bread?

MR. A. HOOGEWERF (*Nominated*): It can be used, but a very small quantity alone is wanted. Yeast may be substituted for fermented toddy. Even when fermented toddy is used, the quantity is very small, just enough to raise the dough. It has no intoxicating effect at all.

Now coming back to the subject, what I want to say is that our educational policy is moving in a narrow groove. Something must be done to change our educational system to fit us to be better men and women in this world, to bring some more grist to the mill. We have been

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proclaiming retrenchment from the house-tops. But somehow or other, the heads of departments seem to be in a narrow groove. They have been devoting most of their time to the signing of certificates, leave applications and such-like work, leaving the weightier matters of policy and administration to look after themselves. This is, as Mr. K. P. Raman Pillai pointed out, a very serious matter and we must look about and see whether we cannot do something to change our policy. The late Maha Raja of Travancore said that, if all the students who are turned out of these colleges ask for official loaves and fishes, a Huzur Cutcherry will have to be built from Parur to Cape Comorin. The training given now is purely literary and it is only natural that they should become office seekers. I know a B. A., L. T., who was wandering about for a post from door to door and found every door closed to him. It is a pitiable state of affairs and, I repeat, something has to be done in this matter. I am extremely glad that this important subject has been brought before this House for its consideration.

Mr. L. C. HODGSON (*Director of Public Instruction*): Sir, the motion before the House brought by Mr. K. P. Raman Pillai is to reduce the allotment of Rs. 88,037 for controlling agencies by Rs. 100. Mr. Raman Pillai began by saying that the expenditure on the Education Department was going up by leaps and bounds and that we should try to stop it. My answer to him is that we cannot stop it; it is bound to go on increasing in a considerable measure. As the country develops, and more and more pupils come under instruction, and as more and more members of the depressed classes come forward and clamour for education, it will become necessary that more money should be spent year after year to provide them with it. Mr. Raman Pillai asks whether the pupils who have gone through the course of instruction given in our schools are any the better for it. I would reply to that by asking Mr. Raman Pillai to look around him. He will find assembled here the *intelligentsia* of Travancore, and most of them products of the local institutions, and some of them indeed, who began right down at the bottom in the *pial* schools and have risen to the positions that they occupy to-day.

Mr. Raman Pillai's remarks were mostly directed against the system of Vernacular school education that we have in Travancore. He asked whether it is not possible for me or for the department to devise some scheme for improving the system so as to enable the pupils to fight the battle of life and train them to be in better positions to earn their living. I may say that the curriculum of the Vernacular schools has engaged the attention of several committees and conferences in recent years and I believe that we are doing the best that we possibly can in the curriculum that we provide at the present day. It is frequently said that our curriculum in the Vernacular and in the English schools is purely literary. Well Sir, we teach Mathematics in the Vernacular schools. I do not know that Mathematics is a literary subject. In the higher classes in the Vernacular High Schools, we teach Science. That is not a literary subject. In all the English schools and colleges we

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[Mr. L. C. Hodgson.]

teach advanced Science and Mathematics, and they are certainly not subjects that can be described as literary. In the Middle Schools, however, which are the main objects of attack of Mr. Raman Pillai, we have attempted, by introducing the subject of Manual Training, to give something that I will call not only non-literary but of a kind that develops the physical along with mental activities of the pupil. I mentioned this last year, and I think, if I remember aright, Mr. Velu Pillai wanted to know if any pupils who had been taught Manual Training in the Vernacular schools had, after leaving school, been helped thereby to find occupation in any trade or industry. I was sorry that I was not able to give the information then; and even now, if asked, I am not in a position to answer him, because, this is only the third year since the subject was introduced into the Vernacular schools. In the first year it was introduced in the fifth class, the pupils of which were promoted to the sixth class last year. In the seventh class in which they are now studying, I am sorry to say that, on account of the exigencies of the Vernacular School Leaving examination which casts its shadow before, the subject has for the time being to be dropped.

Next year, the first batch who have taken a complete course in the subject will have left the school, and it will then be possible to say whether any of them will, as the outcome of studying the subject of Manual Training, be able to turn their attention to vocational studies or even find occupation in some pursuit in which this Manual Training will be of advantage to them. Recently, the curriculum of the Vernacular Schools has also been altered in another direction by introducing English as a compulsory subject. I will not say more about it now. I think that will come up again later on. Now Mr. Raman Pillai tells us that the pupils who have gone through this Vernacular course, whether securing certificates or not at the end of it, are a burden to society. Sir, the very same question might be asked, and was in fact asked by Mr. Hoogewerf, with regard to the pupils who go through the High School and college courses and either pass or fail at the end of it. What are they fit for, and what are they going to do with it in their lives? And yet if we put any check upon their admission to these courses, we hear all about it from the press and from the platform with the results with which we are all familiar.

MR. A. HOOGEWERF (*Nominated*): What is the object of education if it is not to fit men to earn a living?

MR. L. C. HODGSON (*Director of Public Instruction*): I am merely drawing a parallel with regard to those who wish to go to the high schools and colleges and the pupils of Vernacular schools. Mr. Raman Pillai tells us that these pupils come from the class of agriculturists, farmers, barbers, etc., and asks whether the education they receive in the Vernacular schools will be of any good to them. Sir, I say it will be of the utmost good to them, and that the farmer will farm better and, if I may coin a word, the barber will *barb* better (*laughter*) for the education that they receive in our schools.

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I wish to emphasise that the work of the Educational Department is not to provide pupils with occupation, but it is to fit them mentally and morally and if possible physically to discharge better such duties as they will have to perform in after life, than they would if they went without this education. Mr. Raman Pillai speaks as though we compelled students to go to the Vernacular schools. In regard to primary schools, I freely admit we are doing all in our power to encourage them to come to school. Indeed, we hope, as I mentioned the other day, that in due course the consummation of universal education will be achieved. But we do not put pressure on boys and girls to come to the Vernacular Middle Schools. If they come, it is because their parents send them, or very probably the pupils compel their parents to send them. Sir, I am myself a parent. I do not know whether Mr. Raman Pillai has any sons. I myself have two sons and the question of their education was one that had to be decided entirely by myself. I had to determine to what schools they should be sent, and when they completed their education, it was up to me to find them occupation. I did not go to the Government of Mr. Lloyd George and say: "Would you provide a place for my son in the Secretariat?" I had independently and without any help whatever to find occupation for my own children. Sir, it seems to me that if a man is a parent his first duty is to look to the education of his sons and to provide for their future. It is not the business of the department of education to provide occupation for the pupils it trains. Then again, with regard to unemployment, it is certainly very regrettable. I do not deny the fact that there are many young men in the country who are unable to find employment. But I would not blame the Education Department for that. They come to our schools; we do what we can by means of education to fit them to discharge better whatever duties their future careers in life may entail. That they find it difficult to get employment is due to two circumstances. One is that there are few chances of obtaining employment in the Government service. And now in every department hands are being reduced, so that one might say that many are called but few chosen. The other reason is that, besides Government service, there is very little else left for them to look to. We talk about the development of the industries of the country and we are giving technical education in a few schools, but as one of the official members said the other day, with regard to the Sri Mulam Technical school, we train them to become efficient as fitters and mechanics, but when they leave the school there is no occupation for them, and now I am told no boys are seeking admission to that school. I have studied this aspect of the question very carefully, and as far as I can judge, there are few vocations other than Government service and the professions such as law, medicine, etc., which will provide employment on a large scale for our young men.

I do not deny that it is a very difficult situation, but I do believe that our education is not to blame for it and that such of our pupils as do get employment—and in course of time somehow or other most of

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[Mr. K. C. Mammen Mappillai.]

them find work of some kind—they discharge the duties thereof better for the education they have received.

MR. A. HOOGWERF (*Nominated*): I beg to know Sir, whether the member is claiming that the present system of education is the best for the material advancement of the country?

MR. L. C. HODGSON (*Director of Public Instruction*): I think I said at the beginning that we had two conferences on the revision of the curriculum. We are doing what is best in the circumstances. Mr. Hoogewerf told us that it is time to cry 'halt'. As I said in my reply to Mr. K. P. Raman Pillai we cannot stop; we have to go on. As the late Dewan Mr. Krishnan Nair used to say: "you cannot stop a running train".

MR. A. HOOGEWERF (*Nominated*): I did not say that the whole machinery should be scrapped, but that we should try to evolve a new and a better policy if possible. I do not want to—

MR. L. C. HODGSON (*Director of Public Instruction*): Sir, when the Serjeant cries 'halt!' the whole Company stops dead. Again Mr. Hoogewerf asked us why we should take away a carpenter from his trade. I ask the member: "who takes him away?" Not I.

Mr. Hoogewerf tells us that we should devise some kind of education that can make better men and women in this world. I maintain that this is what we are doing now. A passage from the Curricula Committee's Report of 1098 which was referred to this morning will show that we have not neglected that feature of our work. Mr. K. C. Mammen Mappillai will support me. We discussed the question whether we should give religious or moral instruction in schools. We came to the conclusion that in a country like this where there are so many religious sects it will not be possible to have religious instruction. We were also of opinion that direct moral teaching is apt to be boring. But we said, and I have always said and believed Sir, that it is the duty of the teacher himself in the course of his ordinary lectures, lessons and instruction and by his own example to instil the ideas of right conduct and of good living into the minds of the pupils whom he teaches. The Committee concluded by saying that any teacher who fails to instil such ideas in the pupils under his care has mistaken his profession in life. Sir, I deny what Mr. Hoogewerf said, that the department does not train men and women to be better in this world. He said that the country has to proclaim this from the housetops but that the department is moving in a narrow groove. I do not quite know what he means. In conclusion I maintain that we do what we can to train pupils so as to fit them to discharge their duties in life better than they would had they not come to our schools.

MR. K. C. MAMMEN MAPPILLAI (*Commerce and Industries, North*): Sir, Mr. K. P. Raman Pillai's reference about the persecution by office-seekers will surely find a sympathetic echo from most of us. But what I wish to say is that the evils which he bewails of are incidental to

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certain stages in the progress of general education which will be found true of most other countries. But these will, in course of time, right themselves. We cannot have an intense form of general education producing some undesirable results, such as the cropping up of a temporary dislocation in the traditional occupations of certain classes of people. I am perfectly at one with Mr. Hodgson in thinking that such general education, though for the moment it may not provide all people with suitable employments, will, on the whole, enable the recipients to discharge their particular avocations with greater efficiency and satisfaction. The educated unemployed will gradually find occupations in more independent and lucrative occupations such as those of merchants, planters or manufacturers. No doubt, those who go in for such ventures incur a risk of failure, especially in the earlier stages. But here also things will adjust themselves gradually. I am sure that the well-nigh universal primary education, which our country is imparting, will result in producing a better order of citizens who may not all turn out to be Vernacular newspaper scribblers, as Mr. K. P. Raman Pillai is afraid they might become, but will carve out for themselves suitable occupations, thereby enabling them to live a fuller and a more decent life. If an example is required in support of my statement, I would refer to Scotland which enjoys probably the most thoroughgoing system of general education to be found anywhere in the Continent. This has not produced a race of educated unemployed people in Scotland. On ther other hand, wherever, in any part of the British Empire, there is any profitable and honourable work to do, whether as public servants, as merchants or as manufacturers, Scotchmen will be found there. As the saying is, Englishmen conquer new countries and Scotchmen follow and occupy them. This is due, partly at any rate, to the excellent system of general education prevalent there.

MR. K. P. RAMAN PILLAI (*Quilon*): May I know from Mr. Mammen Mappillai whether the system of education followed in Scotland varies from that in Travancore?

MR. K. C. MAMMEN MAPPILLAI (*Commerce and Industries, North*): It goes without saying that no two systems of education are exactly identical.

MR. K. P. RAMAN PILLAI (*Quilon*): The comparison is fallacious.

MR. K. C. MAMMEN MAPPILLAI (*Commerce and Industries, North*): I do not think the comparison is fallacious. Mr. Raman Pillai is advocating, I think, a system of technical education.

MR. N. PADMANABHA PILLAI (*Karunagapalli*): Is there no technical education in Scotland?

MR. K. C. MAMMEN MAPPILLAI (*Commerce and Industries, North*): Yes, there is. But I was going to say that this comes on the basis of general education up to a standard. We should also try similarly to evolve a system of technical education. But this should naturally come after and on the top of a system of general education. One is glad to

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[Mr. S. Krishna Aiyar.]

note that our Government is not oblivious to this development and bifurcation. Manual training schools, carpentry schools, commercial schools, weaving schools, all these are intended to change the direction gradually of our—at present purely literary – education. The methods are not perfect now, but it is hoped that in course of time we may hit upon better methods of technical education.

Of course, that it should be perfected, there is no doubt; it requires perfection. That depends not only upon Government but also upon the Director of Public Instruction and upon the leaders of the people. It depends upon the kind of pressure, concentrated pressure, brought to bear upon the Government by the people. I want to know whether there has been any scheme that has been pressed upon the Government. We want education, professional education, but so far I have failed to see any great scheme that has been submitted to be taken up. It has also to suggest methods by which instruction more helpful and more beneficial might be given. I am seriously suggesting that it should be the duty of the Government to devise different methods of instruction so that our children might not have any complaint later on. I was reading a very interesting experiment conducted in Calcutta by Captain Patavel who is a lecturer on poverty problems in the University of Calcutta. He suggested to the Maha Raja of Kasimbazar, who gave him a large area of about 500 acres, where he is now conducting a school to students who also do planting work and earn their livelihood. There are other interesting experiments also which are surely worth while being taken into consideration by the Government, the Director of Public Instruction and also the leaders of public opinion and to suggest suitable means by which the purely literary bent of our education may be changed so that it may be more practical and useful to the country.

MR. S. KRISHNA AIYAR (*Mavelikara* cum *Kartikapalli*): Sir, as I have sent up an almost identical motion, I feel bound to say what I have to say now. Mr. Hodgson, in the course of his expert reply, admits that the number of the unemployed is going on increasing and that that is to a very great extent due to the present system of education. During my speech on the general budget discussion, I referred to this aspect of it when he told me that the Administration is responsible and therefore the discussion of the question under the heading 'Controlling Agencies' would come in very well. I find that the following admissions have been made: *first*, that a large number of students after coming out of schools have not found occupation for themselves; and *secondly*, that the State does not hold enough of places and cannot provide them with occupation. Mr. Hodgson says that it is not the fault of the State but the fault of the pupils themselves or the fault of the guardians of the pupils. Now, this system of education has created in us a certain mentality and that mentality is to take to what is called the present cultural system of education and depend upon Government or the learned professions for making one's bread. The present

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system, it will be admitted, is exceedingly out of date. It seems to have been devised abont half a century back or more to enable the British Government to carry on efficiently their system of administration. We find, since then, vast strides have been made elsewhere in education, that ideals have completely changed and that new systems have come into existence in Europe, America and other places. What we want an expert like Mr. Hodgson to do is to devise a new scheme befitting the present condition of things. There is no use in deploring the present system of education which may well be called an unfitting system of education. (*Hear, hear.*) We want practical education, and not so much of cultural education. We want vocational education. We want education that would fit us for professions, for trades, for new businesses, for new enterprises: in other words, we want education that would enable us to create more and more wealth, to earn more and more to increase the wealth and the prosperity of the land. What is the present system of education then? As I observed before, it has only increased the army of the unemployed, increased the number of consumers who are depending upon the producers of the land. We want people who would produce more and more. What we have at present is a number of schools and colleges whose traditions are cultural or literary, which do not train us for the practical aspects of life. We find new colleges rising up. Mr. Hodgson might well ask whose fault it is. As I once before said, it is the mentality that we have inherited by the present system of education. We do not want so many Arts Colleges. We want an entirely new system, a system that would fit us to work under present conditions and that would fit us to work out our salvation in the future. I do not refer to primary education. As for primary education, we want as much as we can get. It is only like a key to open the doors of a treasure box. The key is not enough; we still grope, because we have not opportunities, because the only professions that we can look forward to are Government places, the law or other learned professions. I may therefore suggest that it is up to Mr. Hodgson and to the other experts of the Education Department to devise a constructive scheme of education. I know that there is a University Committee sitting and they may evolve a very good scheme of education after all; but they have to keep to this aspect of the matter *viz.*, that education has to be more and more practical, tending to add to the wealth of the land and that we do not want so much of that cultural education which we have been used to for a number of years.

I also wish to add a word about the growing expenditure of the department. We have been taking credit to ourselves for spending a lot of money on education; but if we turn to what other people are doing elsewhere, we shall find that, after all, we are not spending very much ourselves. Out of Rs. 37 lakhs or Rs. 37 odd lakhs that we propose to spend on education this year, about Rs. 7 lakhs may be derived from fees and other revenues of the department. We are thus spending about Rs. 30 lakhs on a population of 40 lakhs and that works at twelve annas per head of the population. Even accepting the figure

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[Mr. L. C. Hodgson.]

that we are spending Rs. 37 lakhs on four millions of people, it works out at only fifteen annas per head of the population. In Baroda, the amount spent on education last year was Rs. 29,44,000. This works at about Re. 1-6 per head of the population. In Japan, with a population of 56 millions and a revenue of Rs. 205 crores, the amount spent works at Rs. 2-5-4 per head of the population. The standpoint from which we view is the percentage of the expenditure to the total revenue of the land. That is not, and that ought not to be our view-point. Does the average citizen here get as much as a citizen in other places is getting? That and that alone could satisfy us. Therefore it would not do for us to be satisfied with your flaunting that Rs. 37 lakhs is spent under the head of education. We are still working under the old system. We want a total change of system. A large amount of money is spent; but are we getting our money's worth? I wish, therefore, without setting my opinion against the expert opinions of Mr. Hodgson and Mr. Rangaswami Aiyangar, to bring forward this practical view of the matter, and wish that they would evolve a sound system of education that would fit us to existing conditions.

Mr. T. K. VELU PILLAI (*Trivandrum cum Nedumangad*): I am thankful to Messrs. Mammen Mappillai and Krishna Aiyar for the very instructive suggestions they have placed before the Council, and I am also thankful to them for being of considerable assistance to me in being instrumental to my recovery into the normal state from the morbid state into which I was cast by the eloquence of Mr. Hodgson. It took me some considerable time to do so. And when I submitted his speech to a process of cold judicial reasoning, I came to the deliberate conclusion that the points of view placed before the Council by my friends on this side of the House had not been adequately answered by him, at any rate, only answered in a manner which I consider quite unsatisfactory. Mr. Hodgson is a trained man of affairs, with the instinctive imagination of the scholar, and his answer has been to the effect that our existence here as a democratic body and the success that we achieve in the way of deliberation and discussion has been to a considerable extent the result of the Malayalam school system. Sir, there was a time when all of us——

Mr. L. C. HODGSON (*Director of Public Instruction*): I did not say that; I said the general education system leading up, from the Vernacular school to the college.

Mr. T. K. VELU PILLAI (*Trivandrum cum Nedumangad*) That was what I thought I heard. But Mr. Hodgson is a better authority on what he said. (*Laughter.*) Sir, I do not think that this Council is due very much to the kind of education that we have been given in the Vernacular schools.

Mr. L. C. HODGSON (*Director of Public Instruction*): Sir, I must ask forbearance to say a word. I first of all referred to

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Mr. Raman Pillai's desire to reduce the expenditure on *general* education. The second part of Mr. Raman Pillai's speech dealt with the Vernacular schools exclusively. It was in reply to the first part that I made the remark that we have had an *intelligentsia*.

MR. T. K. VELU PILLAI (*Trivandrum cum Nedumangad*): I do not want to take up time by answering Mr. Hodgson's suggestions. Sir, I am one of those who have been struck with the literary learning of the Director of Public Instruction; but to-day I am very much struck with his knowledge not only of literature but of politics and law. Mr. Hodgson has taken his stand on the theory of *laissez faire*, I believe, so that he can do whatever he likes in the matter of education. He has said in a very suggestive, nay, expressive language that Government do not compel boys to go to schools, that they only maintain schools and leave the parents to do what they like with their children.

MR. L. C. HODGSON (*Director of Public Instruction*): No, Sir he is again wrong. I was referring to the Vernacular Middle schools. I definitely excluded the primary schools.

MR. T. K. VELU PILLAI (*Trivandrum cum Nedumangad*): I never said primary schools, I only said schools. I think, Sir, that the theory of *laissez faire* has been completely abandoned in all civilised countries; and even in England people do not believe so much in it as they used to, some 30 or 40 years ago. Instead of individualism and *laissez faire* you find paternalism dominant in European politics and one of the main functions is to do what is good and what is right for the benefit of the people and not merely to provide institutions for them. I find that in this Council also there is much of paternal legislation. There are several instances of this kind such as the Chitties Regulation. In fact, most of the legislation that we have had in this Council, most could be traced to the belief that still the old acts of injustice are being done and that the weaknesses of particular individuals are exploited by stronger people. I am of opinion that the Government cannot claim to have done their duty merely by having institutions and leaving people to do what they like. My friend Mr. Mammen Mappillai referred to this question and suggested that we might profit in the same manner as Englishmen and Scotchmen benefit by the education in that country and go to the different parts of the world in search of careers. It may be possible for them, but for the students educated in the schools in Travancore to follow suit and do likewise is utterly impossible. Sir, I should have been particularly happy if the facilities open to the European had been afforded to us. We are a small State. We are in a really worse position. A Travancorean going out to the Dominions, to Canada or Australia, will certainly not receive as much encouragement and assistance as the Englishman and the Scotchman. So that the remark of Mr. Mammen Mappillai cannot be translated into action.

MR. K. C. MAMMEN MAPPILLAI (*Commerce and Industries, North*): I wanted to say that something like that might be done even in our country.

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[Rao Bahadur K. V. Rangaswami Aiyangar.]

MR. T. K. VELU PILLAI (*Trivandrum* cum *Nedumangad*): I quite understood all that. He did refer to the chances in life open to Englishmen and Scotchmen, and, as a Travancorean, Sir, I do not see that those possibilities are open to the men of my country. Therefore it is not proper for the Government to leave people to themselves. I cannot after all find any great difference between the Government and the people. Government exist *for* the people. Mr. Mammen Mappillai asked a very important question. Has any point of view, any constructive scheme of education intended to elevate the masses, to remedy injustice and remove poverty been put before Government by the people? The question should be the other way. I ask, has any complete scheme been put before the public by the Government? Government exist for the good of all, and, therefore, I would say that that question should be asked in a different manner and the Government will find it possible to do something constructive.

MR. L. C. HODGSON (*Director of Public Instruction*): I may point out that I was only speaking on behalf of the Education Department and not on behalf of Government. There is also the Department of Industries. It is the Department of Industries that should undertake such work as Mr. Velu Pillai suggests.

MR. T. K. VELU PILLAI (*Trivandrum* cum *Nedumangad*): All of us understand what we say, what a Councillor says and what Mr. Mammen Mappillai said. Sir, as there is very little time left, I would only say that the Government have to consider this question seriously. It is only by feeding the stomach that you can keep the brain embellished with all the excellence of sound education. I remember Charles Lamb saying in one of his essays that the most distressing sight he ever saw in his life was a child who was looking wistfully at books which he could not read, and arguing that the suffering is very much more in the case of a boy who is looking wistfully at food which he cannot eat. The Director of Public Instruction should at once look into this question. Before he lays down his important office, I hope he will find it possible, with the assistance of Government and with the co-operation of the people, to place before the Council a constructive scheme which will make his name remembered for ever in this land.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Professor of History and Economics*): Sir, I wish to ask the indulgence of the House to offer a few remarks in the course of this important discussion. Speaking merely as a teacher (*louder, please*) speaking merely as a teacher and not as an official, I wish to say that it is a matter of gratification to those like me to have an important question like this brought up very early in the discussion on the educational budget. We do not resent Sir, to the slightest extent, what gentlemen on the other side have with great modesty been disposed to regard as a lay contribution to the budget discussion. We have been referred to as experts. We do not claim

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any expert knowledge. We claim some familiarity with the work that we have undertaken and some of us have occasionally also given a thought to the direction in which our work has been tending. Education is one of those matters in which everybody is, to some extent, an expert, because everyone has to learn, as also to teach other people.

The question that has been raised to-day is of very vital consequence not only to this State but to every State. I may perhaps be forgiven for reminding the House that the questions brought up to-day are not in any way new questions, nor are they questions which relate only to Travancore. These questions have been considered over and over again, and after the termination of the war all over the world, in the process of reconstruction that is going on in every department of life, these questions of educational reconstruction have been considered; questions analogous to those suggested by the discussions to-day have been considered and are still being considered. May I also say that such things as a revision of the curricula of studies as would enable a course of education being provided in our schools, should fit in not only with the present but also be a proper preparation for a proper future? Such an education as Mr. Krishna Aiyar would like to be provided is what the Education Department and all teachers have been trying to secure. The only thing in which perhaps there might be a difference of opinion between those who are engaged in teaching in this country and elsewhere and those who would lay much of the blame for a considerable number of difficulties at the door of our system of education is that the persons who are engaged in education are not likely to admit that the responsibility is theirs for the lack of opportunities for employment, for the economic conditions under which people in this State and elsewhere are labouring. May I invite the attention of this House to a certain amount of confusion in the arguments that we have been listening to? Also, undoubtedly, one of the great troubles we are having is this unemployment question, and in the proletariat that we might get we might also have an increasingly educated proletariat. I am free to confess that this difficulty which has been referred to as the difficulty increasingly in evidence in Travancore, is a difficulty that has been in increasing evidence throughout the world. But it is entirely a question of having a number of persons who may or may not be qualified for certain employment—but who are unable to get employment—is a question of the employment of all persons, fit or unfit. It is a question of opportunity. You might educate people exceedingly well, and still opportunities might not be forthcoming for employing them all. It is, therefore, not a question of a defect in the system of education at all, which denies them the opportunity; it is rather a question of the constitution of society being such as would not provide adequate opportunities for the proper employment of the talents of all the people who have been educated.

MR. K. P. RAMAN PILLAI (*Quilon*): May I know Sir, what are the opportunities that are held out to those men who have passed the School Leaving examination?

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[Rao Bahadur K. V. Rangaswami Aiyangar.]

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Professor of History and Economics*): I will come to it, if Mr. Raman Pillai will be so good as to bear with me for a few minutes, to approach the point he has raised. It would delay rather than help the argument to give a reply before it is due.

MR. K. P. RAMAN PILLAI (*Quilon*): I will wait.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Professor of History and Economics*): I am not now concerned with the school leaving students. I am concerned here with the larger questions that have been raised; I think the more important issue is whether the system of education generally that we are now providing from the earlier stages to the higher stages, is a proper system of education, that is the orientation of our system of education. Orientation has far more importance than the question with which Mr. Raman Pillai started, and, I think, we are bound to be grateful to the other members of the House who have not narrowed down to the points to be brought out in this discussion. I am not entirely at one with Mr. Velu Pillai in regarding it as mostly a question of private interests, as a question for the children and the people. It is in this sense that I want to meet this question.

Well, Sir, in regard to this important question that has been brought up to-day, my submission is that there has been a confusion between the lack of opportunities, on account of the condition of society in which we find ourselves, and the responsibility of the Department of Education for the absence of this opportunity. It could be proved, and it has been proved, that the assertion is not equal to an argument; dogmatic statements are not to be regarded as proofs. To say that the Education Department and the system of education have been responsible for the lack of opportunities for employment is, I think, to ask for a very large credit on the belief of the House. This question, as I said, has been considered everywhere. I do not want to develop further this idea. I merely want to ask the House to believe that, to the people who are actually engaged in education, the question of the curriculum that they have to work is a very important question; and the appeal which Mr. Krishna Aiyar and others were making is an appeal which will never fall upon deaf ears. So far as the Education Department is concerned teachers are ever anxious both for themselves and the students whom it is a privilege to teach, to have a good curriculum of studies and many endeavours are being made in this direction. There is, for instance the Curricula Committee's Report. I have not had the opportunity to examine it carefully, but I take it that it is the result of a very careful investigation and of a considerable amount of thought by a number of officials and non-officials. What I wish to stress at the present moment, Sir, is that, all through, there seems to have been an under-current of feeling in the arguments that we have heard that the difficulties in the present system of education are due to what may be called the cultural

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or literary aspect of it. Our present system of education has been condemned as being ecxlusively literary and therefore useless, and the absence of vocational training has been deplored. I think the terms used are not precise, and I would rather accept the old-fashioned distinction between general education and what has been called technical education. I have no special fancy for this American term 'vocational education' which has not yet invaded the more serious works of reference on education. Well, in regard to the distinction between general education and professional or technical education, may I say that there has been a big consensus of opinion among teachers as well as public men and practical men of business all through the world, that a proper grounding in general education is the satisfactory and the necessary foundation for technical education. Technical education might be regarded as one of the branches of specific education; but it may not be possible to start even some technical education without a proper grounding in general education.

I do not want to tire the House, but I think I can safely say even that—I express the opinion not only of distinguished teachers but also of distinguished men of business—that an adequate foundation of general education is absolutely necessary before anything like successful technical studies can be started. If that be so, Sir, may I point out that what has been called cultural or literary education might help to get us on right lines of general education and that it is the proper thing to be provided. Our mistake is not the mistake of having this kind of education in the lower stages, but not having a sufficient number of institutions to continue the further studies, the further differentiation in general and technical education.

I do not want to pursue any further that argument now. But what I wish to point out is that, there seems to have been a growing feeling that the mistake is in making pupils purely students of literature. Mr. Krishna Aiyar, who has a considerable amount of culture, may say, 'Sir, we do want to be more and more practical'. I say, if you want anything practical you may have. A preparation for life—a proper preparation for life—is to give an adequate foundation in what you call cultural education, what I call general education, and that is being provided. If you are for training people for life, you have to prepare them not only for the normal difficulties of life, but you should want them to be trained for the abnormal difficulties of life also.

MR. A. HOOGEWERF (*Nominated*): Sir—

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Professor of History and Economics*): May I suggest that Mr. Hoogewerf may put his question at the end of my speech?

Sir, we had the misfortune or the good fortune to pass through a world crisis on account of the Great War. This war taxed the resources of all the civilised nations of the world; and in the course of the Great War it was not only a question of fighting, but it was a question of making a considerable amount of provision of an economic nature for the maintenance of arms, ammunitions and all that, of the States. The world

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[Rao Bahadur K. V. Rangaswami Aiyangar.]

had never been put to that strain. On that occasion an opportunity was given to the world to test the value of, what may be called, general education; and during that war a large number of persons was called up who had received only a purely literary education, or what the universities have called a classical education; all these people were then called up to occupy various responsible positions in the world of industry, in the world of government, in the world of business, and in the world of fighting. In every case it was admitted that a person who had been receiving general education was the person who was most distinctly successful. And persons who had merely a technical experience in a particular matter without preliminary general educational drilling and without preliminary preparation were invariably—

MR. N. PADMANABHA PILLAI (*Karunagapalli*): May I ask if the persons referred to were persons who had business experience besides general education?

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Professor of History and Economics*): I am saying that persons who had *no* business experience and who were suddenly called up without any business experience but only with, what may be called, a general classical culture, or a general education, to undertake responsible work, were able to do it very much more satisfactorily than people who had a purely technical education. I do not want to labour the point further; the columns of the *Times* are full of testimony in regard to the success of men who had been receiving a purely general education.

Now, Sir, I wish to say that what has happened in this way in the wider field is also true in a narrower field. Even in regard to the education imparted in our schools, I take it, we are roughly on correct lines. I do not say that the curriculum of the Vernacular schools is perfect. I have, as a teacher, some knowledge of the curricula of our studies; and I am inclined to believe that our Vernacular curricula are not defective *all along the line*. They may be capable of improvement, and possibly it is being attended to, day after day. But, what I want to say is that it is a sweeping condemnation, a sweeping indictment altogether, of the present system, to say, firstly, that we are *altogether* on the wrong track in having a kind of general education provided in what are called the elementary stages in which it is both economical and it is only feasible to have an education imparted in vernacular, and secondly, that it is altogether unjust, and it is thoroughly unjustified, to lay the blame for the lack of opportunity for the great body of unemployed on the system of education that we have. In countries which we are probably willing to regard as models, in countries where the educational system is presumably better, in countries like Japan or the United States, or other countries which are to be shining examples to our State, where, day after day, this unemployment question is very much more acute than it is in Travancore, or in India, or in Calcutta where the unemployment question

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has necessitated the appointment of Captain Patavel, to which Mr Mammen Mappillai referred to-day—

PRESIDENT: Your time is up.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Professor of History and Economics*): If you will allow me a minute, I shall finish.

The question has been prejudiced altogether by bringing in a number of irrelevant details. The essential point under consideration is whether we are already on right lines in having a large number of Vernacular schools, training people in what we call general elementary education. Is that the correct thing? I shall be prepared to argue, if I had sufficient time, with my friends on the other side of the House, and I think I would also be able to convince them that there is absolutely no reason at all for doubting that we are altogether on right lines as far as the providing of what may be called general education is concerned. Even those who want a profitable technical training must be prepared to recognise that it can only be best provided on such a basis of general education. I do not for one moment feel that the Education Department and those who are concerned with our education are obliged to take an apologetic position in regard to the contribution they are making to the work of our Vernacular schools. It may be possible to substitute more efficient institutions for them; but as Mr. Hodgson said, it is only a question of money. The difficulty is that we cannot do it at present without an appallingly large expenditure or without necessitating a certain amount of starvation among the members of the service. That is the reason why I said that it is a question of economy; it is not possible in the present state of our finances to have anything better than what is obtaining now.

But as regards the general aspect of education itself, I would venture to submit that altogether it is sound. Mr. Krishna Aiyar asked for a better scheme. We may be able to evolve a better scheme—gradually. But if that one is to be better than what we have, can we have a revolutionary change substituting a practical course—as if the present one is not a practical course—for what he now thinks is a purely literary course? I would venture to say that Mr. Krishna Aiyar will then be entirely on the wrong line and will be doing a disservice to the alleviation of the problem of poverty which he wants to solve, and that he would unhappily increase the question of poverty.

I am now willing to answer the questions of Mr. Hoogewerf if he puts them.

MR. A. HOOGEWERF (*Nominated*): I wish to know if it is not a fact that in Belgium, after students come up to a certain stage, 75 or 80 per cent. of them are bifurcated for technical education combining ndustry and agriculture. I—

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Professor of History and Economics*): I think I understand. I will answer.

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[Mr. P. K. Narayana Pillai.]

MR. A. HOOGEWERF (*Nominated*): I will finish my question. I also want to know whether Belgium is not the most prosperous country in the industrial world and that her position is not due to the system of education obtaining there.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Professor of History and Economics*): I have no special knowledge of Belgium (*Laughter.*) But I am glad that Mr. Hoogewerf's question proves my proposition very well. After a certain stage of general education, which I think would correspond to one or other of the classes which I referred to, they will probably go on for technical education. That will account for the prosperity of arts in Belgium.

The Council rose for lunch at 2-11 P. M. and reassembled at 3. P. M.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): With respect to the question that is now before the House, I would just refer to a few aspects which seem not to have received adequate attention at the hands of the various speakers in this House. Mr. Raman Pillai has pressed his position with characteristic enthusiasm, so much so it has been to some extent misunderstood. It is not, I am sure, the object of Mr. Raman Pillai to say anything against the desirability of having a general education under the agency of the State. The principles which were very admirably put forward by Mr. Rangaswami Aiyangar in pressing the necessity for general education under the control of the State are certainly acceptable. But the question of vernacular education, to which attention was particularly drawn by Mr. Raman Pillai, stands unexamined at the hands of the official speakers. This question of vernacular education stands entirely on a different footing so far as we are concerned. It is certainly intended as a vehicle for the spread of general education. But considering the facility that vernacular education affords, the question is pointedly raised on this side of the House, whether we are taking as much advantage of the system of vernacular education, as now organised in the State, as we ought, in view of the pressing necessity to advance the material prosperity of the State in general. That is the point to be examined. It is no use clouding the issue that has been specifically raised by referring to glorious general propositions.

Sir, the vernacular education portion of the educational programme of the State has got a number of facilities which we have got to take into consideration. First of all, the difficulty of language study is at the minimum on the vernacular side, so much so, for the spread of general education, vernacular education is best suited in the State. Along with that aspect of vernacular education has to be considered the question whether it cannot be utilised for the purpose of enabling the sons of the soil to earn their bread also by means of vernacular education. I am sure that the system of vernacular education has not received any examination from the stand-point that I have just now mentioned. It is therefore that attention has to be concentrated, on that aspect, and

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experiments will have to be tried whether the system of vernacular education that we have now may not be overhauled so as to enable it to be the medium, not only for the spread of general education but also for vocational training. With these few remarks, I have very great pleasure in recommending the motion of Mr. Raman Pillai.

MR. K. P. RAMAN PILLAI (*Quilon*): Sir, my friend Mr. T. K. Velu Pillai required two props in Messrs. Krishna Aiyar and Mammen Mappillai, before he could get over the shock of Mr. Hodgson's eloquence. But, so far as I am concerned, I must candidly say that the moment his reply escaped his lips it appeared to me to be absolutely unsatisfactory, as it betrayed his colossal ignorance of local conditions. He exhibited a disinclination to grapple with this serious problem, and a mentality unsuitable for the same. I heard with considerable attention the eloquent speech of Mr. Rangaswami Aiyangar, and I may say that the eloquence had a permanent effect upon my entire system because it was a kind of shock which I could not locate definitely. He was telling us that cultural education is absolutely necessary and I ought to have moved the proposition on a broader basis and all the rest of it. Sir, I deliberately narrowed the discussion, for, my conception of this meeting is that it is a business meeting where we are called upon to transact a definite amount of work within a period of time limited by statute. This is not the time to give lectures on cultural education and all the rest of it.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Professor of History and Economics*): May I ask why, if his purpose is to be business-like and pointed, he should have indulged in such general diatribes against the existing system of education?

MR. K. P. RAMAN PILLAI (*Quilon*): Mr. Rangaswami Aiyangar has not grasped the situation. (*Laughter.*)

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Professor of History and Economics*): May I ask Mr. Raman Pillai whether he has grasped his own situation?

MR. K. P. RAMAN PILLAI (*Quilon*): I do not like to enter into a cross examination with the learned Professor. I ask him at the same time, whether anybody doubted the necessity for having cultural education.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Professor of History and Economics*): Did not Mr. Raman Pillai doubt it?

MR. K. P. RAMAN PILLAI (*Quilon*): That is why I submitted that the Professor has a misconception of the position. (*Laughter.*) It is very well to talk of cultural education and drilling of the mind. The thing that has to be considered is whether it shall stop with the imparting of primary education. So far as the Travancore State is concerned, it has been decided that classes I to IV of the Vernacular schools will constitute the course of primary education that is given. I might ask what justification has been shown for maintaining the multitude of higher grade vernacular schools having classes V to VII

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where young men are trained year after year without any adequate provision being made by the State for their employment. That is the problem which I want to grapple and the Director has not done it. He has been, as he said, eight years as Director of Public Instruction and I found in his speech absolutely no suggestion to solve the problem. He was purely barren of anything, and the vein he adopted was of a bureaucratic bent of mind. Sir, this question has been grappled by almost all the educationists in the civilised world. The Director could not be unaware of the fact that Mr. C. Ramalinga Reddi had a scheme in Mysore. He could not be unaware of the Couchman Committee appointed by the Madras Government. Mr. Ramalinga Reddi, Sir, advocated vocational education being made compulsory, and the report was deliberately considered by the mixed committee appointed in Madras. They came to the conclusion that commercial and vocational education might at least be made optional. The strongest opponent of that scheme was Mr. C. W. E. Cotton, who is now Resident in Travancore. In his dissenting minute he said:

"As I said at the meeting, it seems to me that in the case of intelligent boys with purely literary inclinations it is unfair to handicap them by requiring them to devote two hours out of each school-day in learning a smattering of carpentry or blacksmithery or even weaving, and the suggestion that such training will make them industrially minded is a very large assumption. As regards boys who have little or no aptitude for books and are not likely even if persevered with to get beyond the S. S. L. C stage, I am all in favour of their aptitude for industrial work being tested as early as possible but not in the manner proposed. They should be drafted into whole-time industrial schools and given an opportunity therein to show whether they have any bent for working with their hands."

I submit to this House that Mr. Cotton has gone too far and the position taken by him is wrong; because he says that after this cultural education and drilling of the mind for seven years the boys should be drafted to full-time industrial schools, and then must be experimented upon with a view to ascertain whether they have the bent of mind for technical education. It appears to me that the position taken by the majority was certainly more convincing, because they say that during the drilling period itself opportunities may be given to ascertain the bent of the boy by making at least this vocational and commercial training optional. This is what the majority say:

"The Committee recognise the value of manual training and is also of opinion that vocational and industrial training might, with advantage, be included in the curricula of the ordinary schools as optional subjects."

and the resolution was carried by a majority of 8 against 5 after a considerable amount of discussion. Now, Sir, this is how the civilised world moves.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Professor of History and Economics*): May I ask whether he is aware of the conclusions of the more recent Madras Government Committee on Secondary and Intermediate education in regard to vocational education?

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MR. K. P. RAMAN PILLAI (*Quilon*): That does not arise here.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Professor of History and Economics*): It does. Mr. Raman Pillai has quoted one Government Committee. I wish to know whether he is aware of the pronouncement on the same subject of another and a *later* Government Committee?

MR. K. P. RAMAN PILLAI (*Quilon*): It is for me to decide whether it arises here or not. The option of answering the question is entirely left to me. (*Laughter.*)

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Professor of History and Economics*): Yes. In regard to the relevancy or otherwise of a question, it is for the House to decide and not for the speaker.

MR. K. P. RAMAN PILLAI (*Quilon*): The duty of answering is mine. Nobody can compel me to answer. I rule that it does not arise here. (*Laughter.*) So far as I am concerned, there is an end of the matter. (*Laughter.*)

Passing on to Mr. Hodgson's reply, I seriously ask whether it is not time for us to stop and take steps to ascertain whether our expenditure on education is not going increasingly high. In 1089, the expenditure on education was Rs. 15 lakhs out of a total revenue of 154 lakhs; in 1095 it was Rs. 25 lakhs out of Rs. 185 lakhs; in 1097, as we know, out of Rs. 192 lakhs, it was Rs. 32 lakhs and now out of Rs. 2 crores it is Rs. 37 lakhs; so that certainly it is time that we take serious notice of this matter. Mr. Hodgson's reason was that once upon a time Dewan Bahadur M. Krishnan Nair seems to have told him that a running train cannot be stopped. I submit that both figuratively and literally it is wrong. With due deference to Mr. Krishnan Nair, I say it is wrong, because a running train can be stopped and it is stopped at every station. (*Laughter.*) Else, how can people get down? The railway authorities will have to examine whether the train can be safely run over the whole area it is going to cover, and the train is also stopped in times of danger. So, that analogy quoted by Mr. Hodgson cannot hold good. The cast of the machinery of Government has considerably changed since the days of Mr. Krishnan Nair, and though this side of the House may appear to be demoralised to some, will certainly exercise their rights if they find that the train runs too fast or is in a dangerous condition. He was telling us that the Government do not intend stopping expenditure. I am sure he said so on his own personal responsibility because the expenditure has already gone up out of all proportion to the net income of the State and it is time that this Council seriously think of reducing the expenditure, as I said earlier in my speech, without impairing the efficiency of education.

Mr. Hodgson said regarding the unsuitability of the boys, that the curricula had been engaging the attention of the department and that modifications have been made in the curricula, and that Mathematics, Science and Manual Training have been introduced in the Vernacular Schools during the past two years, and that now even English is being

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taught there. My humble submission is that beyond class IV Mathematics and Science and Geometry taught in the Vernacular schools do not add to the earning capacity of the student at all. He is in as bad a condition as he was before these subjects were introduced. My submission is that it is time for the Government to consider whether they could not amalgamate with advantage classes IV to VII, along with Forms I to III of the Lower Grade English schools, thereby reducing expenditure and the number of unemployed young men turned out year after year. It is for the Director to consider that question. I am sorry to find that he had absolutely no suggestion to make, at least to tell us that he has a scheme which would reduce the expenditure, but which we should have considered not feasible.

As regards the cry of these low paid Vernacular School teachers, I submit, the shift system of education introduced by the Hon'ble Paranjpye in Bombay is a scheme which ought to be given a trial.

Mr. Hodgson asked whether I had any children. I have two sons and two daughters and the two daughters are of school-going age. Those of us who are fathers know very well that, by engaging private tutors, we can give them in one year the same tution which would take two years in ordinary Vernacular schools. So, if the shift system is introduced, the same teacher will be able to engage two classes in the same day and thereby we can reduce the number of teachers and increase the pay of the existing number of teachers. That system has been accepted in Bombay, and I ask why the Director of Public Instruction did not favour the House with his views on a system like that.

He was telling us that if the children of artisans are given the present training in cultural education they would do their work better, and that, if they are taught Mathematics and Science and English, they would do it still better. That is why I said that he is colossally ignorant of the local conditions. He does not care to inspect schools.

MR. L. C. HODGSON (*Director of Public Instruction*): Sir, I protest against the statement. It is not true.

MR. K. P. RAMAN PILLAI (*Quilon*): No, Sir. He does not find time. I believe it is not part of his duty to inspect schools for a variety of reasons.

PRESIDENT: He says he does inspect schools.

MR. K. P. RAMAN PILLAI (*Quilon*): However, I can boldly say that he is ignorant of local conditions; because I am submitting, many a son of artisans does bother us for getting Government appointments. The nephew of a great piper of Varkalai was troubling me for getting him a peon's place or at least that of a watcher paid out of contingencies. I told him: "If only you had not neglected your family profession, people would have sought after you. My dhobi's son is in want of a Government job. My barber's son has passed the School Final Examination and knows motor driving also. He is in

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need of a job. I ask Mr. Hodgson whether any one of these people is doing their parents' profession better, or only trying to get Government employment. Mr. Hodgson said that he would not bother Mr. Lloyd George He is no more the Prime Minister. (*Laughter.*) Mr. Hodgson will be the retired Director of Public Instruction with a very good pension. I may tell him that, so far as myself and many of us are concerned, we will select the kind of school where our children should be sent to. We know how to provide for them. I am even now on the look-out to see whether an intelligent system of education is followed outside Travancore, so that my children can be educated there. I do not wish that my daughters are cramped with Geometry and things of that kind which make monsters of girls. (*Laughter.*) Therefore so far as we are concerned, there is no trouble. I am speaking, Sir, of the masses who want, in this country, food and sanitation.

Mr. Hodgson said: "We do not invite them to our schools. We never compel them to study in Classes IV to VII". I submit, Sir, in regard to that mentality of the Director, the sooner it is changed the better. Of course, he does not know law. Sir, there are houses of prostitutes. In England prostitution is prohibited by law. In France it is regulated. It is not open for a prostitute to say: "We do not invite persons. We do not compel them to come to us. They are men who have attained the age of maturity". The State says "No", in England. In France the State says: "You must be medically examined. You must undertake to follow such and such directions", and so on. Similarly, I submit there are several other professions and vocations in life with which the State interferes and says that for the safety of the public they should abide by certain rules. Here is the Director of Pubic Instruction keeping open a number of schools having classes IV to VII and saying, at the same time: "I do not invite you". He is holding out some hopes by allowing them certain comforts and by giving them some training, but once they get out of the schools he says "It is not my responsibility. You mind your own business and go". That is why I call him bureaucratic. It is regrettable, the Director in spite of his long experience of the country has that mentality. Mr. Hodgson said that unemployment is a necessary consequence of the culture he gives, and Mr. Mammen Mappillai helped him by saying that society would adjust itself in course of time, and that that was why Scotland was conquered by England. Sir, our days of conquest are gone. (*Laughter.*) These are days when we have to support ourselves and also struggle with those who come here for exploiting us. No conquest or occupation is possible for us. So we cannot imitate Scotland or England.

The only thing which I want to refer to is—I am not certain who said it, either Mr. Hodgson or Mr. Rangaswami Aiyangar—the statement that the effect of the system is an army of unemployed men. Mr. Hodgson does not care for it. That is probably because he would be far away beyond the reach of this army by the time this problem becomes acute. Now they are only bombarding the non-officials and

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[Mr. L. C. Hodgson.]

petty officials of the Government. Before long, by the time the problem becomes acute, they may bombard the Prime Minister, if the Director continues to manufacture, every year, about three thousand persons who pass and three to four thousand who have not passed. My only consolation is that unfortunately Mr. Hodgson will not remain here, when this problem eventually leads to grave troubles.

MR. L. C. HODGSON (*Director of Public Instruction*): Sir, I do not think it is necessary for me to say much now on this question. A good deal has been said on both sides and a good deal has been said by way of contradicting the arguments put forward by Mr. Raman Pillai. The whole thing is a question of how we view the function of the Department of Education. I take it that Mr. Raman Pillai and others are of the opinion that the business of the department is not merely to impart knowledge and to develop the intelligence and the mental powers of the people, not only to fit them to discharge their duties as citizens, whatever those duties may be in future life, but to provide them with some definite occupation. Now, Sir, I do not regard that as among the functions of the Department of Education. I regard that as the function of the Department of Industries rather than that of Education; and the separation both in the Madras Presidency and in Travancore of the control and working of the industrial schools from the Department of Education seems to me to show that the Government also recognise this truth.

MR. K. P. RAMAN PILLAI (*Quilon*): May I know whether commercial education is not under the Director of Public Instruction in the Madras Presidency?

MR. L. C. HODGSON (*Director of Public Instruction*): I said industrial and not commercial. We ourselves have made provision for commercial classes in schools. But, as far as I know, no pupils are taking up that subject.

MR. T. K. VELU PILLAI (*Trivandrum* cum *Nedumangad*): May I know if, in the G. O. appointing the Director of Public Instruction, there is not a clear reference to the effect that it is one of his main duties to advance the cause of technical education in the State?

PRESIDENT: He is saying that it has been changed by the separation of the two departments.

MR. L. C. HODGSON (*Director of Public Instruction*): It may have been the function some years ago. In order that the department might carry out the function, we had as an experimental measure, attached some industrial classes to some of our Vernacular Middle Schools. But we found that it was not a success. We have found that far too much time would be required for teaching industries to the pupils to enable them to devote sufficient time to general education. But if they gave sufficient time to general education they could not acquire any appreciable skill in any of the industries. I look for a solution of this question as I believe it is is being solved in other countries. Some members

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appear to suppose that I am entirely ignorant of the measures that are being adopted elsewhere. I have studied what is being done in America, in Great Britain and elsewhere. And the great consensus of opinion that I have seen, which I am glad that the Resident in Travancore also shares and which Mr. Raman Pillai referred to, seems to be that the attempt to combine industrial or technical education along with the general education is not to be advocated. Mr. Raman Pillai quoted Mr. Ramalinga Reddi. Well Sir, Mr. Ramalinga Reddi may hold the opinion that he does, but it does not alter mine. He quoted Mr. Couchman's Committee. I would quote an officer who held a high post in the Education Department, in Madras and the Central Provinces, Mr. Mayhew, who, at a conference at Simla, said definitely and positively that it was a wrong thing to attempt to combine industrial with general education. Sir, I believe an ideal system of education would be somewhat as follows. We should have a series of stages of general education corresponding to our primary education, Vernacular middle school education, our English school education and finally our collegiate education, all of them merging into one another and providing general or cultural education. In addition to that, Sir, I think that in some department, such as the Department of Industries, we should have a series of technical or industrial schools. The pupils who pass out of the primary schools will, as was rightly said at a conference about three years ago, be hardly fit to enter upon the course of studies in technical or industrial schools. But at about the stage of the V or the VI class those pupils who are unable to proceed to higher studies will have sufficient general instruction to go to a lower grade technical or industrial school. Those that reach the VII, VIII or IX class or the IV, V or VI Form of an English High School, can go to an industrial or technical school of the higher grade. Those that pass to the collegiate grade of general education may go to what are called technological institutions and pursue higher courses of technical studies. That, I believe, would be the right form to adopt so as to meet the needs of the people of any country by way of giving them both general education, and to those requiring it, technical or special education.

I hardly think it necessary for me to reply to many small points such as whether I was right in quoting Mr. Krishnan Nair in saying that a running train could not be stopped and points of that kind which Mr. Raman Pillai has brought up just now. I think it is sufficient to go on with the broad principle which I have been trying to emphasise, that as for giving employment to people, it is the business not of the Department of Education but of others. The function of the Department of Education is, I submit, to fit them to discharge their duties better than they would have been able to do, but for the general education received, whatever be the duties that befall them in life.

With regard to Mr. Raman Pillai's idea of amalgamating Vernacular Middle Schools with English Middle Schools, I have elsewhere dealt at length with this subject. I have always said and I shall still continue to say that I do not think that plan is feasible because it involves higher fees for poor pupils which they could not afford to pay,

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[Mr. S. Krishna Aiyar.]

MR. K. P. RAMAN PILLAI (*Quilon*): Is not that system adopted in Mysore and Cochin?

MR. L. C. HODGSON (*Director of Public Instuction*): I do not care what is done in Mysore or Cochin. But in this country we have adopted it to a certain extent, and it is necessary if we are going to adopt it to demand higher fees from pupils. I have always said that the Vernacular Middle School provides education for the masses who are so poor that they are unable to afford education in the English schools. With a view to combine English education to a higher degree than hitherto with the Vernacular schools, we consulted people in places where Vernacular middle schools were situated and asked them if they wished to have English as a compulsory subject, pointing out at the same time that if they had it, it would be necessary to enhance fees by 50 per cent. We got an answer in the affirmative from nine schools only; and about 250 students in these nine schools are being taught English. The point to be emphasised is that, inasmuch as something like over 95 per cent. of the people of this country are illiterate in English if we do not provide education, as far as possible, through the vernacular to those who do not know English or who cannot pay for it, they will have to go without education at this stage altogether. I do not agree with Mr. Raman Pillai in saying that it is quite sufficient if they stop at the IV class and that there is no advantage in going on further and learning geometry, etc.

MR. K. P. RAMAN PILLAI (*Quilon*): May I submit a point of explanation? What I meant to ask was whether after passing the IV class they could not go to the Anglo-vernacular schools where they may study mathematics, geometry, etc., even at the cost of paying higher fees.

MR. L. C. HODGSON (*Director of Public Instruction*): As I have often said, it is extremely necessary that pupils should not stop at the primary stage and that the only way is through the Vernacular Middle Schools where they will get some higher education by the aid of which their mental faculties may be developed and they will be able to discriminate, to form judgments, and take an intelligent interest in the questions of the day and make an intelligent use of the education which is given to them. I oppose the motion.

MR. K. P. RAMAN PILLAI (*Quilon*): I beg to withdraw my motion.

The motion was by leave withdrawn.

Motion 268.

MR. S. KRISHNA AIYAR (*Mavelikara* cum *Kartikapalli*): Sir, in view of the fact that no hopes have been held out of a reconsideration —

MR. K. PARAMESVARAN PILLAI (*Tiruvalla*): Louder, please.

MR. S. KRISHNA AIYAR (*Mavelikara* cum *Kartikapalli*): Sir, in view of the fact that no hopes have been held out of a reconsideration

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of the existing system of education, I fear I have to emphasise one or two points which I referred to in the course of my speech with reference to the last motion.

PRESIDENT: I do not know whether you can move your motion which is identical with the previous motion, if it is not on grounds which have been already urged. As a matter of fact, you began by saying that you were not going to make the motion. If you are going to move it on different grounds, I have no objection.

MR. S. KRISHNA AIYAR (*Mavelikara* cum *Kartikapalli*): No, not on different grounds. So, I will abide by the ruling of the Chair.

PRESIDENT: Then I take it that you do not move it.

The following motion was accordingly not moved:—

MR. S. KRISHNA AIYAR:

268. To reduce the allotment of Rs. 88,037 for controlling agencies by Rs. 100.

Motions 269 to 276.

The following motions were not made:—

MR. V. KUNJUKRISHNA PILLAI:

269. To reduce the allotment of Rs. 800 for travelling allowance by Rs. 500.

MR. K. P. RAMAN PILLAI:

270. To reduce the allotment of Rs. 23,000 for laboratory charges by Rs. 100.

MR. V. KUNJUKRISHNA PILLAI:

271. To reduce the allotment of Rs. 2,800 for purchase and repair of furniture by Rs. 2,000.

MR. V. KUNJUKRISHNA PILLAI:

272. To reduce the allotment of Rs. 800 for travelling allowance by Rs. 200.

MR. A. GOVINDA MENON:

273. To reduce the allotment of Rs. 1,000 for books and periodicals by Rs. 500.

MR. A. GOVINDA MENON:

274. To reduce the allotment of Rs. 1,000 for repair and manufacture of furniture by Rs. 500.

MR. V. KUNJUKRISHNA PILLAI:

275. To omit the allotment of Rs. 200 for training of students in first aid.

MR. G. PARAMESVARAN PILLAI:

276. To reduce the allotment of Rs. 71,091 for collegiate education by Rs 100.

Motion 277.

MR. K. P. RAMAN PILLAI (*Quilon*): Sir, I beg to move the following motion:—

277. To reduce the allotment of Rs. 11,805 for English High Schools for Girls by Rs. 100.

The Girls' College has been in existence in Travancore for over 40 years and has been sending out many lady graduates and undergraduates, and the time has now come to consider how to provide for these educated young ladies. It is a matter to be noted that many of them come from poor parents. It is with very great difficulty that parents

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[Mr. L. C. Hodgson.]

manage to find the wherewithal to give the necessary education to these girls in the hope that when they pass out from the College they may be suitably employed in the Government service and they may be able to look after their aged parents or guardians. It may be that some of them may not be lucky enough to find suitable husbands. Whatever the reasons may be, we are now confronted with the fact that there are a number of young ladies who have been duly qualified, of course, not to speak of graduates in medicine who are waiting for employment. My submission is that a rule should be passed and strictly enforced for the employment of qualified ladies in lower grade secondary schools. I have mislaid my figures. I find that even in girls' schools attached to convents, male teachers are preferred to lady teachers. In Quilon Convent school, for example, I find that all the teachers are males. No doubt, from a financial point of view, it is much cheaper for the authorities to engage male than female teachers. My object in bringing this motion is to impress upon this House the necessity for a rule like that, in spite of that being costly. I may also point out the desirability of allowing these lady graduates to get themselves trained in the Teachers' College without being put to the necessity of undergoing a course of practical teaching in any schools or colleges. With these observations, I beg to place the motion for the consideration of the House.

Mr. A. HOOGEWERF (*Nominated*): I quite agree with Mr. K. P. Raman Pillai in his statement that girls' schools should have lady teachers. Whether in the Convent or in any other place, preference should be given to lady teachers. Another question which I have to bring forward is that there must be no tendency to throw obstacles in the way of married women getting into the college staff. There was a recent case in the college.

Mr. L. C. HODGSON (*Director of Public Instruction*): May I ask whether he can refer to the college on this motion?

PRESIDENT: We are talking of schools now, Mr. Hoogewerf.

Mr. A. HOOGEWERF (*Nominated*): That tendency has caught the college now. It may also catch on to the High Schools. Before it catches the High Schools, I want to sound a note of warning. Motherhood is the goal of a woman's life. Education is only a means to an end. Government grant maternity leave and have recognised the principle. If you want to insist upon unmarried ladies alone being entertained, it would have a very disastrous effect upon female education. I offer these observations for the consideration of this House.

Mr. L. C. HODGSON (*Director of Public Instruction*): I do not think I need say much on this matter. Mr. Raman Pillai says that many, both graduate and undergraduate ladies, are on the look-out for employment and as a remedy for that, he suggests that the employment of ladies in lower grade English middle schools should be made compulsory. Does he mean that it should be made compulsory on the

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part of the department to employ them or compulsory on the ladies to take up employment? Because, my difficulty is that graduate ladies cannot be persuaded to take up employment in private schools or Government Middle Schools.

MR. K. P. RAMAN PILLAI (*Quilon*): I wish to know whether there was any instance of a lady graduate declining to take up employment in the lower grade or in other schools.

MR. L. C. HODGSON (*Director of Public Instruction*): I have frequently advised the lady graduates who come and see me to do so.

PRESIDENT: As a matter of fact, they are entertained, I know.

MR. L. C. HODGSON (*Director of Public Instruction*): I advised some of them to accept the post of Headmistress of an English Middle School. But they do not like to go out. I quite agree with Mr. K. P. Raman Pillai that it is very unfortunate that so many of our girls' schools are staffed with male teachers. When I visit girls' schools, whether English or Vernacular schools, I always make it a point of enquiring how many male teachers there are in the school, and I always include information on that point in my Inspection reports. I do what I can to persuade and urge the managers of private schools to employ women instead of men as far as possible; but the fact is that the number of qualified women is not sufficient to man all the schools in the State; and as I have said, it frequently happens that qualified ladies are unwilling to go out of Trivandrum. They want to get into the College or the High School here. There is only one College and only one High School. Every year we invite candidates and I do my best to induce them to take up such appointments.

I do not think Mr. Raman Pillai is right in saying that there are no ladies employed in the Quilon English School. The Headmaster is a man, but I think there are one or two nuns on the staff of that school. I do not know exactly the number. At least one of the ladies is not a nun.

I do not think I need say anything in respect of what Mr. Hoogewerf had to say. He agrees with Mr. Raman Pillai and I agree very largely with him too. As regards the question of unemployment of married women, as a rule, we accept married and unmarried ladies for our employment. If Mr. Hoogewerf would see the list of the teachers of our Vernacular Middle Schools and primary schools, he would find a very large army of married women, women with children, who are employed there. It happened in one particular instance in the case of a post which requires rather special qualifications that the appointment was given to an unmarried lady in preference to a married lady.

MR. A. HOOGEWERF (*Nominated*): What will the Department do if the lady marries tomorrow? (*Laughter*).

MR. L. C. HODGSON (*Director of Public Instruction*): One has to take risks in this world. (*Laughter*).

Sir, I do not think anything remains to be said by me on this motion. I think Mr. Raman Pillai will not press his motion.

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[President.]

MR. K. P. RAMAN PILLAI (*Quilon*): I wish to know Mr. Hodgson's view about allowing lady students to undergo training in the Training College without any previous experience as a teacher.

MR. L. C. HODGSON (*Director of Public Instruction*): I forgot about that. I am always in favour of training ladies in the Training College, even if they have little experience as teachers. But it is not sound policy to send totally inexperienced teachers to be trained. They will get far more advantage from the training if they have previous experience as teachers. For my part, I would prefer them always, whether men or women, to have previous experience as teachers.

MR. K. P. RAMAN PILLAI (*Quilon*): I withdraw the motion.

The motion was by leave withdrawn.

Motion 278.

The following motion was not made :—

MR. K. P. RAMAN PILLAI :

278. To reduce the allotment of Rs. 56,217 for establishment by Rs. 100.

Motion 279.

MR. K. P. RAMAN PILLAI (*Quilon*): Sir, I beg to make the following motion :

279. To omit the allotment of Rs. 5,828 for land acquisition charges.

Sir, there are other members who are better acquainted with this question of land acquisition than myself. I understand that there are two English Middle Schools within 2 miles and $4\frac{1}{2}$ miles each, of this proposed school site, that the proposed site is very near a mosque, and that people of the locality themselves are not agreed as to the advisability of having the school located on this particular site. I also understand that cheaper sites are available which might not have the disadvantages of this particular site. Moreover, there are only 21 students or so in that particular school. My submission is that, by appointing an Arabic Munshi, and by giving other conveniences to Mahomedans in the school at Thuckalai or some other school, the additional charge might be avoided.

PRESIDENT: Mr. Kumara Pillai, are you going to make your motion? It seems to be identical with this.

MR. T. KUMARA PILLAI (*Eraniel* cum *Vilavankod*): The arguments are not identical. Therefore I want to speak.

PRESIDENT: You may speak now and also make your motion.

MR. T. KUMARA PILLAI (*Eraniel* cum *Vilavankod*): May I move it now?

PRESIDENT: No. You may move it later on, but you may speak now.

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MR. T. KUMARA PILLAI: (*Eraniel* cum *Vilavankod.*):

തിരുവിതാംകോട്ട മഹമ്മദീയൻ പള്ളിക്കൂടം വേണ്ടന്നുള്ള മിസ്റ്റർ കെ. പി. രാമൻപിള്ളയുടെ അഭിപ്രായത്തോട് ഞാൻ ഒരിക്കലും യോജിക്കുന്നില്ല. തിരുവിതാംകോട്ട് ഒരു മഹമ്മദീയപള്ളിക്കൂടം പണിചെയ്യിക്കുന്നതിനുവേണ്ടി ഒരു സ്ഥലം പൊന്നും വിലയുംകൊടുത്ത് എടുക്കുന്നതിനു ഇരുപത്തഞ്ചു-റിൽ പരം രൂപാ ബഡ്ജറ്റിൽ ഉൾപ്പെടുത്തീട്ടുള്ളത് അത്യാവശ്യമില്ലെന്നാണ് എന്റെ സ്നേഹിതൻ മിസ്റ്റർ കെ. പി. രാമൻപിള്ള പറയുന്നത്. ആ അഭിപ്രായത്തോട് ഞാൻ യോജിക്കുന്നില്ല. മഹമ്മദീയരുടെ ഇടയിൽ ഇംഗ്ലീഷ് വിദ്യാഭ്യാസവും അതിലേക്കുള്ള അഭിരുചിയും വളരെ കുറവായിരിക്കുന്നതു കൊണ്ടും, തിരുവിതാംകോട്ട ധാരാളം മഹമ്മദീയർ ഉള്ളതുകൊണ്ടും അവക്ക് അവിടെയൊരു പള്ളിക്കൂടം കൊടുക്കേണ്ടത് അത്യാവശ്യമാണ്. എന്നാൽ മറെറാരു സംഗതി എനിക്കിവിടെ അറിയിക്കാനുള്ളത് തിരുവിതാംകോട്ടുള്ള മഹമ്മദീയർ കുറെ മുമ്പെ രണ്ടുകക്ഷികളായി പിരിയുകയും ഈ രണ്ടു കക്ഷികളും ഒട്ട വളരെ പണം അനാവശ്യമായി വ്യയം ചെയ്കയും ചെയ്തു വരുന്നുള്ളതണ്. ഇവർ കുറെ കാലംകൊണ്ട് യോജിച്ചു നടന്നുവരുവെ ഈ പള്ളിക്കൂടത്തിന്റെ ആലോചനയുണ്ടാ ി. ഒരാൾ ഒരു കെട്ടിടം വയ്ക്കുന്നതിന് വാങ്ങിയ സ്ഥലത്ത് പള്ളിക്കൂടത്തിന് എടുക്കുന്ന സംഗതിയിൽ അവർ രണ്ടുകക്ഷികളായി തീർന്നിട്ടുണ്ടന്നാണ് അറിയുന്നത്. ഇനിയും രണ്ടുകക്ഷികളാകുന്നത് ഒരിക്കലും നന്നായിരിക്കയില്ല. ഗവൺമെൻറ് നല്ല ഉദ്ദേശത്തോടുകൂടിയാണ് പള്ളിക്കൂടം കെട്ടിക്കുന്നത്. ഇരുപത്തഞ്ചു-റിൽ പരം രൂപാകൊണ്ടു പൊന്നും വിലയും കൊടുത്താൽ മതിയാകയില്ല. സാമാന്യമായി അവിടങ്ങളിൽ സെൻറിന് അഞ്ചു രൂപാവരെ വിലയുള്ളതാണ്. പൊന്നുംവിലയിൽ സങ്കടക്കാരായി അപ്പീൽ പോകാതിരിക്കുമെന്നു തോന്നുന്നില്ല. അങ്ങിനെ വരുമ്പോൾ ഒരു വലിയ തുക പൊന്നുംവില കൊടുക്കേണ്ടതായി വരും. മഹമ്മദീയരുടെ വിദ്യാഭ്യാസത്തിനായി ഗവൺമെൻറു ക്രമത്തിൽ പണം ചിലവാക്കുന്നതുകൊണ്ടു വിരോധമില്ല. എന്നാൽ ഇപ്പോൾ നിശ്ചയിച്ചിരിക്കുന്ന സ്ഥലത്തുനിന്ന് അരമയിൽ തെക്കൊ വടക്കൊ മാറി സ്ഥലമെടുക്കുന്നതു വളരെ ലാഭം വരുമെന്നു തോന്നുന്നു. ഇപ്പോൾ ഒരു പള്ളിയുടെ സമീപത്തിലാണ് ഈ പള്ളിക്കൂടം വയ്ക്കാൻ അനുവദിച്ചിരിക്കുന്നത്. അതിൽ അവരിൽ ചിലക്ക് ആക്ഷേപമുള്ളതായി കാണുന്നു. അതിനാൽ പള്ളിക്കൂടം ഇപ്പോൾ നിശ്ചയിച്ചിരിക്കുന്ന സ്ഥലത്തുനിന്നും അരമൈൽ നീക്കി സ്ഥാപിച്ചാൽ ഇവർ തമ്മിലുള്ള വഴക്കുകൾ ഇല്ലാതായിത്തീരും. ഈ സംഗ

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[Mr. L. C. Hodgson.]

തിയിൽ അവക്കു തമ്മിൽ വഴക്കുകൾ ഉണ്ടാകാതിരിക്കണമെന്നല്ലാതെ അവക്കു പള്ളിക്കൂടം കൊടുക്കുന്നതിനൊ അതിലേക്കു ചെലവു കിഴിവാക്കുന്നതിനൊ എനിക്കാക്ഷേപമില്ലാത്തതാണ്.

MR. L. C. HODGSON (*Director of Public Instruction*): Sir, I believe that this is a proposal to reduce the allotment of Rs. 5,828 for land acquisition charges. This relates to two schools, one, the proposed Mahomedan school at Tiruvitankod, and the other the departmental school at Todupuzha. The arguments adduced by Mr. Raman Pillai and Mr. Kumara Pillai relate, I think, entirely to the former of the two schools. Some years ago, when a special enquiry was held as to the needs of the Mahomedans, I encouraged them to send a larger number of their children to English and Vernacular schools. Subsequently, in a G. O. dealing with the education of the Mahomedan community Government gave an undertaking to establish or to maintain or to support four English schools for Mahomedans. There is one already at Alleppey, and I am glad to say that it is prospering well. There is now the Fifth Form there and I think there are now about 150 students on the rolls, and that is very satisfactory. There is another at Alwaye and I am sorry that it is not in a very satisfactory condition. The other two were to be at Tiruvitankod and Chirayinkil. I do not think any step has been taken towards opening the Chirayinkil school. Two or three years ago——

MR. M. N. PILLAI (*Trivandrum*): May I know the strength of the school now?

MR. L. C. HODGSON (*Director of Public Instruction*): The strength of the school is 21. I think the figure given by Mr. Raman Pillai is accurate. The strength is certainly very poor. It will continue to be so until they get a building.

Mr. Kumara Pillai pointed out that there are two factions there, and that that stands in the way of the proposal to establish an English school there. It is quite true. I have been to Tiruvitankod two or three times. I have received many petitions from the people of the place. Numerous deputations have waited on me; first of all one party will come to me by one door and explain to me the whole situation as they view it. As soon as the first has gone, the other party will come by another door and represent their case. About 1920, the Inspector of English Schools and the Land Revenue Commissioner inspected this site. The Land Revenue Commissioner was of opinion that it was too costly, and we asked the people to find another site.

MR. N. PADMANABHA PILLAI (*Karunagapalli*): I wish to know whether the proposed school is for boys or for girls.

MR. L. C. HODGSON (*Director of Public Instruction*): For boys.

MR. N. PADMANABHA PILLAI (*Karunagapalli*): What is the special necessity for a special school for Mahomedan boys alone?

MR. L. C. HODGSON (*Director of Public Instruction*): There is

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a very large Mahomedan population there and we already have a Mahomedan Vernacular school there.

MR. K. P. RAMAN PILLAI (*Quilon*) : Are other caste boys refused admission, or are they also taken in ?

MR. L. C. HODGSON (*Director of Public Instruction*) : I do not think there is any rule. Nobody has applied till now. There is no likelihood of anybody applying. The Dewan Peishkar selected another site. That would not satisfy the people and I began to receive petitions after petitions protesting against the same.

MR. T. K. VELU PILLAI (*Trivandrum cum Neduma gad*) : I wish to know whether any land was acquired at the cost of Government for the Malayala Brahmins' School at Kulakkada.

PRESIDENT : That does not arise here.

MR. T. K. VELU PILLAI (*Trivandrum cum Nedumangad*) : I wish to know whether, for any special school for any particular community, lands were acquired at Government cost. If the school is for Mahomedan girls, that is a different question. But as it is a school exclusively for Mahomedan boys, I am raising the question. I ask whether the Director of Public Instruction can give me any instance where land has been acquired at Government cost for a school for the males of any one particular community.

MR. L. C. HODGSON (*Director of Public Instruction*) : I do not recollect any such case. Mr. Pandarattil gave the land for the Kulakkada school. In this case the people themselves have agreed to erect a building there. Ultimately it was decided that, in conformity with the wishes of the great majority of the Mahomedans of Tiruvitankod the site proposed to be acquired, must be purchased and a school located there. I might repeat that the Government stopped with the acquisition of the site. The Mahomedans themselves have undertaken to erect a building. That is how the matter stands. As far as I have been able to judge, the party in favour of this particular site are in the majority, and Government have made a promise that they would establish a school at Tiruvitankod. Therefore, it is only right and fair that we should keep the promise. I have inspected the site. Although the mosque is not very far, it is not objectionably near. The intention of the Tiruvitankod Mahomedans is not only to have a school but also to have a hostel built in the same compound so that Mahomedan boys might come and reside there. If that is done, I am sure the number will increase.

MR. K. P. RAMAN PILLAI (*Quilon*): What are the special subjects taught in that School ?

MR. L. C. HODGSON (*Director of Public Instruction*): The one special subject now taught there is the Koran. There is no other difference in the curricula between the Mahomedan school and the other English Schools.

MR. K. P. RAMAN PILLAI (*Quilon*) : Is it not possible to introduce Koran in the neighbouring school at Thuckalai ?

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[Mr. T. K. Velu Pillai.]

MR. L. C. HODGSON (*Director of Public Instruction*): It will not be quite easy. It is true that the Thuckalai and Eraniel schools are very near, but it was thought advisable to give special encouragement to the Mahomedans, because, however much they may be advanced in other walks of life, they are admittedly backward in education.

MR. M. N. PILLAI (*Trivandrum*): I wish to know how Mr. Hodgson came to know that the party in favour of this site form the majority. I am otherwise informed.

MR. L. C. HODGSON (*Director of Public Instruction*): I want to know on what authority Mr. M. N. Pillai states that the other party form the majority. (*Laughter.*)

MR. M. N. PILLAI (*Trivandrum*): I got the information from several sources.

PRESIDENT: He might have got the information from his own sources.

I might say one or two words about this site, because I happened to inspect it some time ago as I was returning from the Cape. I went to the place as I had received petitions from both the parties, each party saying that the other was wrong. I said I would go and inspect the various sites there. When I went to inspect I found thousands of Mahomedans assembled there and they would not let me hear anything that was said. I thought that the best thing would be to inspect the sites and return. After inspecting this site and a number of other sites, I came to the conclusion that this was the best. The Mahomedan Inspector who was on leave, happened to be present with me, and he was also of opinion that this was the best. It is true that the site is somewhat costly. Similar lands in the neighbourhood are being sold at about Rs. 30 per cent. This site is about an acre and a half and its price will be Rs. 4,000 to Rs. 5,000. I do not think, if we once decide to purchase a site for the school, Rs. 5,000 is too much. The difference in the estimate may come to Rs, 2,000 only. That is not much. The Mahomedans, as Mr. Hodgson said, have already deposited money for the building. I think this is the best site there. We have to select some site or other. It is no use deferring the matter simply because there are some objections to the site. It is in the centre of the town. Its nearness to the mosque is, I do not think, an objection. On the other hand, it is a recommendation in the case of the Mahomedans. In this site there is enough room for a hostel and for play-grounds in addition to the school building. Of course the strength is now very poor. There are now only two classes, the Preparatory class and the First Form. They wanted to have Form II opened. I had to say that Form II could not be opened until and unless some improvement was shown in the strength.

MR. T. K. VELU PILLAI (*Trivandrum* cum *Nedumangad*): I wish to say a few words. Ordinarily the words of the Head of the Administration ought to carry great weight in this House; and in this

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case also they do carry great weight. I wish to rest the case on another principle. Mr. Kumara Pillai said that there are factions in Tiruvitankod. I have also some acquaintance with that place. The people of that locality appear to be very litigious and they will do everything in their power to spite each other. Government should give as few occasions as possible for the recrudesence of these factions.

PRESIDENT: In that case we should not acquire any site at all.

MR. T. K. VELU PILLAI (*Trivandrum* cum *Nedumangad*): My point is only this. One party offers to put up a building. The other party desires the property to be acquired for a school then deposits the money for the building in order to show good faith.

PRESIDENT: There is no building on the site now selected.

MR. T. K. VELU PILLAI (*Trivandrum* cum *Nedumangad*): That is not what I mean. Unless the party makes a deposit, Government will not believe that they are earnest in their endeavours. That shows that the spirit of faction is still rife in Tiruvitankod. Therefore our chief aim should be to see if it is not possible to give the people of Tiruvitankod the convenience of an English school without giving rise to any of these factions. I think Mr. Kumara Pillai's assurance that other sites are available within a furlong or two of this site, which will satisfy both parties, is a question which might be considered by the Government and the departmental authorities. The people of the locality give much weight to the words of Mr. Kumara Pillai. I would therefore suggest that Government or the departmental authorities might inspect the other sites mentioned by Mr. Kumara Pillai.

PRESIDENT: I have inspected the sites in the neighbourhood. I do not think the sites referred to by Mr. Kumara Pillai are different from those that I have inspected. However, Government are not very keen on acquiring this site. Government are only anxious to keep the promise made by them some years ago. If by waiting for some time Mr. Kumara Pillai will be in a position to reconcile the two parties, Government would certainly wait.

MR. K. P. RAMAN PILLAI (*Quilon*): As regards the suitability of the locality I am indifferent. My point was whether a separate school should be insisted upon at present when the tendency of the various communities is to throw open all Government schools to all communities. No doubt Mahomedans might be given concessions and facility to study Koran in all departmental schools.

PRESIDENT: There seems to be a difference of opinion. We will put the question to the vote.

MR. K. P. RAMAN PILLAI (*Quilon*): On the assurance given, I withdraw the motion.

PRESIDENT: What is the assurance?

MR. K. P. RAMAN PILLAI (*Quilon*): That the Government will consider the question.

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[Mr. K. P. Raman Pillai.]

MR. T. KUMARA PILLAI (*Eraniel* cum *Vilavankod*): I can promise that I will try my best to effect a reconciliation, and let the Government know of it in two months.

PRESIDENT: Certainly that is quite enough.

MR. K. P. RAMAN PILLAI (*Quilon*): I withdraw the motion.

The motion was by leave withdrawn.

Motions 280 to 291.

The following motions were not made: —

MR. T. KUMARA PILLAI:

280. To reduce the allotment of Rs. 15,828 for land acquisition charges by Rs. 10.

MR. K. P. RAMAN PILLAI:

281. To reduce the allotment of Rs. 2,280 for four head mistresses by Rs. 100.

MR. G. PARAMESVARAN PILLAI:

282. To reduce the allotment of Rs. 5,000 for land acquisition charges by Rs. 2,000.

MR. N. RAMAKRISHNA PILLAI:

283. To reduce the allotment of Rs. 72,500 for Middle Schools for Boys by Rs. 100.

MR. M. N. PILLAI:

284. To reduce the allotment of Rs. 4,73,535 for English school education by Rs. 100.

MR. K. P. RAMAN PILLAI:

285. To reduce the allotment of Rs. 3,36,132 for head masters and teachers by Rs. 36,132.

MR. K. P. RAMAN PILLAI:

286. To reduce the allotment of Rs. 17,500 for petty construction and repairs by Rs. 7,500.

MR. K. P. RAMAN PILLAI:

287. To reduce the allotment of Rs. 5,000 for purchase and repair of furniture by Rs. 100.

MR. K. P. RAMAN PILLAI:

288. To reduce the allotment of Rs. 5,096 for cleaning charges by Rs. 100.

MR. K. P. RAMAN PILLAI:

289. To reduce the allotment of Rs. 1,38,036 for head mistresses and assistants by Rs. 100.

MR. K. P. RAMAN PILLAI:

290. To omit the allotment of Rs. 28,336 for additional teachers in Vernacular schools for boys.

MR. K. P. RAMAN PILLAI:

291. To omit the allotment of Rs. 7,704 for additional teachers in Vernacular schools for girls.

Motion 292.

MR. K. P. RAMAN PILLAI (*Quilon*): Sir, I beg to make the following motion:—

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292. To omit the allotment of Rs. 1,500 for conversion of Malayalam into Tamil schools.

Sir, I was not able to understand what this conversion means. We have heard of all manner of conversions. Conversion of schools appeared to me to be novel. So I thought of sending up this motion. Of course, we wish to hear from Mr. Hodgson what it is going to be.

MR. L. C. HODGSON (*Director of Public Instruction*): Sir, we are now at motion No. 292 according to the agenda and the 142nd, motion sent up by Mr. Raman Pillai. It deals with the conversion of Malayalam schools into Tamil schools. I would refer Mr. Raman Pillai to the Government order in which that was laid down, published in the Government Gazette of the 6th February 1923. The Government order was promulgated with reference to the conversion of Malayalam schools in the southern taluks into Tamil Schools. The Government order is numbered Dis. 105/23/Rev.-E. Trivandrum, dated 28th January 1923. I need not go into the contents of that; I think everybody is familiar with it although Mr. Raman Pillai seems not to be. The general idea is that it is desirable, in the taluks in which Tamil is the vernacular language, to give instruction through the medium of Tamil.

MR. T. K. VELU PILLAI (*Trivandrum cum Nedumangad*): May I know the taluks in which it is proposed to be done?

MR. L. C. HODGSON (*Director of Public Instruction*): In Tovala, Agastisvaram, Shencottah and, to a certain extent, in Kalkulam and Eraniel, and, after enquiries are made, in Vilavankod. I think that is the correct statement. The matter, as the House might know, came up on several occasions at the Popular Assembly, raised by Mr. Ganapati Pillai who takes very great interest in the Tamil language. Various orders, from time to time, have been passed on the subject. But these did not satisfy the Tamil-lovers and with a view to arrive at a solution of the difficulty I went myself to the various taluks and invited all persons interested in the question to come forward and meet me at Martandam, Eraniel, Kalkulam, Bhuthapandi, Tazhakudi, Nagercoil and Shencottah.

MR. N. PADMANABHA PILLAI (*Karunagapa'li*): May I ask whether there are Malayalam-speaking people in those taluks?

MR. L. C. HODGSON (*Director of Public Instruction*): There are.

MR. N. PADMANABHA PILLAI (*Karunagapalli*): May I know their percentage? What will they do?

MR. L. C. HODGSON (*Director of Public Instruction*): I cannot give you the exact percentage, but I might say that their number in Tovala is negligible. I have not got the figures here.

PRESIDENT: His question is what the Malayalam-speaking people in those taluks are to do. Is it not so, Mr. Padmanabha Pillai?

MR. N. PADMANABHA PILLAI (*Karunagapalli*): Yes, Sir.

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[Mr. L. C. Hodgson.]

MR. L. C. HODGSON (*Director of Public Instruction*): I am coming to that, Sir. The Government Order which I quoted provides for the conversion of Malayalam schools into Tamil schools. I think I had better read one or two paragraphs from it to make the matter quite plain:

"As a rule all existing Malayalam departmental schools in the Tamil taluks will be converted into Tamil ones wherever the Tamil-speaking pupils form the preponderating majority".

In those schools in which Malayalam pupils form the preponderating majority this will not be done.

"In special localities where there is scope for a Malayalam as well as a Tamil school, as at Kottar, both will be maintained independently, or both sections (Malayalam and Tamil) will be kept up in the same school as suggested by the Director of Public Instruction as in the case of the Kalkulam and Suchindram Vernacular Middle schools. When this process of conversion is completed, there will be a sufficient number of departmental Tamil schools in each taluk. Government would, therefore, both for this reason and on financial grounds, prefer to encourage the opening of new private schools for Tamil education in Tamil taluks and would aid them with grants under the Rules in force. According to the latest Census figures the Tamil taluks occupy the following rank, judged by the percentages of Tamil population, *viz.*, Tovala, Agastisvaram, Eraniel, Shencottah, Kalkulam and Vilavankod. This relative importance of the taluks should be borne in mind in giving effect to the policy of converting Malayalam schools into Tamil ones. In the case of the schools in the Vilavankod taluk where the majority of the Tamils are reported to be speaking a mixture of Tamil and Malayalam, the wishes of the parents of children who are classed as Tamil should also be ascertained before action is taken on the above lines".

MR. J. JOHN NIDRIY (*Changanachery* cum *Minachil*): May I know the percentage adopted to determine the majority?

MR. L. C. HODGSON (*Director of Public Instruction*): I am sorry I have not got the figures. They were all sent to the Government along with the Report upon which this Government order has been passed.

MR. G. PARAMESVARAN PILLAI (*Neyyattinkara*): May I know whether there are facilities for teaching Malayalam in those taluks?

PRESIDENT: Mr. Hodgson said he was coming to that.

MR. L. C. HODGSON (*Director of Public Instruction*): There are in Kottar both a Malayalam section and a Tamil section in the Vernacular Middle school. In fact the Middle school in Kottar is a double school.

MR. T. K. VELU PILLAI (*Trivandrum* cum *Nedumangad*): In the schools under the present arrangement is there any facility for the teaching of Malayalam?

MR. L. C. HODGSON (*Director of Public Instruction*): I will come to that. The order is that such schools as contain a preponderating majority of Tamil-speaking pupils should be converted into Tamil ones. This year we are converting only the first class of such schools into Tamil classes; next year the second class also will be converted; and so on, until all classes in Tamil schools have become 'tamilised'. But at the same time, the order says:

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"As this conversion can, however, be effected only gradually, Tamil will meanwhile be introduced as a second language, wherever necessary and practicable, in Classes III and IV of Malayalam schools. In the Tamil schools now existing and those that may become Tamil schools by conversion, Malayalam will be taught as second language in classes III and IV, the object being to help the Tamils to learn to read and write the official language and keep in touch with the Malayalam-speaking people of the country; the required number of periods should be found by an adjustment of the timetable from the regular periods of work within school-hours."

So that provision will be made for instruction in Malayalam also in the schools which are 'tamilised.' We have asked for a grant of Rs. 1,500 for 1099. For the present it has not cost us very much because the Inspector of Vernacular schools and the Inspectress have both reported that, to a very large extent, the existing teachers are Tamil-knowing and are able to teach Tamil in class I as a second language in Malayalam schools and also to teach Tamil in classes III and IV. So that the cost is not very great, but it must after a time necessarily rise.

MR. K. P RAMAN PILLAI (*Quilon*): I want to know, out of the boys now studying, how many are Tamil boys :

MR. L. C. HODGSON (*Director of Public Instruction*) : The present boys have to study Malayalam as well as Tamil.

MR. K.P. RAMAN PILLAI (*Quilon*): Is not Tamil made optional now-a-days ?

MR. L. C. HODGSON (*Director of Public Instruction*): In some schools, Tamil is taught as an optional, but it is not universally taught.

MR. T. KUMARA PILLAI (*Eraniel* cum *Vilavankod*): തമിഴ്ഭാഷ വളരെ നല്ലതാണെന്നുള്ളതിനപുറമെ ആ ഭാഷയോട് എനിക്കുപ്രത്യേകം ബഹുമാനവും ഉണ്ട്. അതിനുള്ള കാരണം തോവാള അഗസ്തീശ്വരം ഈ രണ്ടു താലൂക്കുകളും കൽക്കുളം താലൂക്കിനോട് തൊട്ടുകിടക്കുന്നവയാണ്. എപ്പോഴും തമിഴ്ഭാഷ സംസാരിക്കുന്ന ആളുകളുമായുള്ള പെരുമാറ്റം കൊണ്ട ആ ഭാഷയോട് ബഹുമാനമുണ്ടായിട്ടുള്ളതാണ്. തമിഴ്ഭാഷാ വിദ്യാഭ്യാസം ആവശ്യപ്പെട്ട സ്ഥലങ്ങളിൽ ഗവർൺമെൻറിൽ നിന്നും അതിലേക്കു ആവശ്യമുള്ള സൌകര്യങ്ങളും ചെയ്തുകൊടുക്കുന്നതിൽ ആരും ആക്ഷേപിക്കയില്ല. മിസ്റ്റർ ഹഡ്സൺ മുമ്പു പറഞ്ഞതു തോവാള, അഗസ്തീശ്വരം, ഇരണിയൽ, വിളവംകോട് ഈ താലൂക്കുകളിൽ പല പള്ളിക്കൂടങ്ങളെ തമിഴ് പള്ളിക്കൂടങ്ങളാക്കീട്ടുണ്ടെന്നും അങ്ങിനെ ചെയ്തിട്ടുള്ള ആ സ്ഥലങ്ങളിൽ പല യോഗങ്ങളും വിളിച്ചുകൂട്ടിയതിൽ പിന്നീട് തീർച്ചപ്പെടുത്തിയതാണെന്നും ആണ്. എന്നാൽ അങ്ങനെ നടത്തീട്ടുള്ള യോഗങ്ങൾ നടന്നുകഴിഞ്ഞതിൽപിന്നീടാണ് മിക്കവാറും ആളുകൾ അറിഞ്ഞിട്ടുള്ളതു്. ഈ സംഗതിയെ വേണ്ടപോലെ പരസ്യപ്പെടുത്തി ആലോചിച്ചിരുന്നു എങ്കിൽ അവിടത്തെ ജനങ്ങളുടെ വാസ്തവമായ അഭിപ്രായം മിസ്റ്റർ ഹഡ്സൺ അറിയാൻ സാധിക്കുമായി.

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[Mr. A. Hoogewerf.]

ഞാൻ. തക്കല താലൂക്കുകച്ചേരിയുടെ മുൻവശത്തുള്ള പള്ളിക്കൂടത്തെ തമിഴ് പള്ളിക്കൂടമാക്കിയിരിക്കുന്നു. കൽക്കുളം താലൂക്കിൽ മലയാളം സംസാരിക്കുന്നവരെത്ര, തമിഴ് സംസാരിക്കുന്നവരെത്ര, പള്ളിക്കൂടത്തിൽ പോകുന്നവരെത്ര എന്നുള്ള കണക്കുകൂടി ആദ്യം നോക്കി എന്നറിയുന്നില്ലാ.

PRESIDENT: The conversion depends upon the fact whether Tamil boys or Malayalam boys preponderate in that particular school.

MR. T. KUMARA PILLAI (*Eraniel* cum *Vilavancod*): തക്കല പള്ളിക്കൂടത്തിലെ കണക്കു അദ്ദേഹം തന്നെ വരുത്തി പരിശോധിച്ചാൽ ഈ സംശയം തീർന്നുപോകുന്നതാണ്. ഫ്രാംക്ലാസ് മുതൽ തമിഴ് ഏർപ്പെടുത്തി ഹെഡ്മാസ്റ്റർ നടത്തിത്തുടങ്ങി. കുട്ടികൾ വളരെ കുറഞ്ഞുതുടങ്ങി. തമിഴിനോട് അവക്കു എത്ര സ്നേഹമുണ്ടോ അതുപോലെമലയാളത്തോടും സ്നേഹമുണ്ട്. ഞങ്ങൾ ഇന്നേവരെ സംസാരിച്ചുവരുന്ന മലയാളഭാഷയെ ഇപ്പോഴും മാറാൻ തരമില്ല, അതു സാധിക്കയുമില്ല. അതുകൊണ്ട് അവരവരുടെ ഭാഷയറിഞ്ഞ് പള്ളിക്കൂടങ്ങൾ കൊടുക്കുന്നതിൽ വിരോധമില്ല. കല്ക്കുളം താലൂക്കിൽ പ്രധാനമായിനില്ക്കുന്ന ഭാഷ ഏതാണെന്നുവേണ്ടപോലെ അന്വേഷിച്ചറിഞ്ഞു അതിലേക്കുള്ള പള്ളിക്കൂടമാണ് അവക്കു കൊടുക്കേണ്ടതു്. മിസ്റ്റർ ഹഡ്സൺ മാത്താണ്ഡം, കുലശേഖരം മുതലായ സ്ഥലങ്ങളിൽ വന്നു യോഗം വിളിച്ചു കൂട്ടിട്ടുണ്ടായിരിക്കാം. പക്ഷേ അതു ശരിയായ ഒരുയോഗമല്ലായിരുന്നു. പലേമാതിരിയിലും കാര്യങ്ങൾ മിസ്റ്റർ ഹഡ്സന് മനസ്സിലാക്കാൻ സാധിക്കാതെവന്നിട്ടുണ്ട്. എന്തായാലും ഇത്രമാത്രമേ പറയാനുള്ളൂ. അതാതു ദേശത്തിനു അനുരൂപമായ ഭാഷ ഏതൊ അതിനെ ഏർപ്പെടുത്തണം. അതിന് നാലുപേരൊ പത്തുപേരൊ പറഞ്ഞതുകൊണ്ടോ, ഹെഡ്മാസ്റ്റന്മാരുടെ റിപ്പോർട്ടുകൊണ്ടോ ഭാഷയെ മാറാൻ പാടില്ല. തമിഴ് ഭാഷയോടു എനിക്കു ബഹുമാനമുണ്ട്. തമിഴ്പള്ളിക്കൂടം ഏർപ്പെടുത്തുന്നതുകൊണ്ടു എനിക്കു യാതൊരു വിരോധവുമില്ല.

MR. A. HOOGEWERF (*Nominated*): Sir, I said yesterday that the Tamil language has a richer literature than Malayalam. But the fact remains that ours is a Malayalam country; the fact remains that the State language is Malayalam; the fact also remains that most of the Tamil pupils understand Malayalam. I strongly object to Malayalam pupils being turned into Tamil pupils. Every facility must be given to the study of Tamil in Tamil areas. But Tamil can never replace Malayalam for the reasons stated by me. It will lead to water-tight

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compartments being formed. What will become of a lad who only knows Tamil? How will he work as a Tahsildar or any other officer in north Travancore? I found that the people there do not understand a bit of Tamil, whereas the Tamilians understand Malayalam. For these reasons, I strongly support Mr. Raman Pillai's motion.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Professor of History and Economics*): May I ask Mr. Hoogewerf whether, consistently with the position he is taking now, he would be in favour of substituting Malayalam for English composition in the E. S. L. C. examination for Anglo-Indians who do not understand Malayalam?

MR. A. HOOGEWERF (*Nominated*): Certainly not. English is the *lingua franca* of the whole world, and Malayalam is the *lingua franca* of Travancore. A time may come when English will become the *lingua franca* of Travancore also.

MR. M. N. PILLAI (*Trivandrum*): Sir, in supporting the motion, I wish to say that nobody in this House is against Tamil education. It should be taught in the Tamil taluks, namely, Tovala, Agastisvaram and Eraniel. But to say that Tamil should be taught in the schools of these taluks is quite different from saying that it should replace Malayalam.

PRESIDENT: Nobody says that. The G. O. does not say that. Mr. Hodgson too did not say that.

MR. M. N. PILLAI (*Trivandrum*): I shall not deal with that matter. The object of the provision in the budget is that Malayalam schools should be converted into Tamil schools; that was what I understood in the beginning. I have got an identical motion; but since Mr. Hodgson has assured that Malayalam would also be taught in those schools, I do not move that motion.

MR. T. LAKSHMANA PILLAI (*Nominated*): Sir, I rise to oppose this motion. The necessity for imparting proper education in Tamil to the Tamil-speaking population has been earnestly and repeatedly brought to the notice of Government by their best representatives both in public meetings and in the Popular Assembly, and, as a consequence, it will be seen from their proceedings No. 105 of 1923, dated 28th January 1923, that Government have bestowed their careful consideration on this much-vexed question and have at last provided a redress which neverthless does not meet their requirements in full. Still it has given the Tamilians some satisfaction for which they are extremely grateful. To try to upset this arrangement is neither friendliness to the Tamilians nor common fairness. தான்ம செய்வானைத்தடுக்கலாகாது is a well-known and wholesome maxim. What sin have the poor Tamilians committed that even this barest of justice should be now denied to them? Be it remembered that the Tamil-speaking population of Travancore, who pay their taxes as readily as their Malayalam-loving friends, are 6,25,000 in number. 6,25,000 human beings are craving for education in their own mother tongue.

MR. K. P. RAMAN PILLAI (*Quilon*): May I know in how many taluks these 6,00,000 persons are spread over,

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[Mr. T. Lakshmana Pillai.]

MR. T. LAKSHMANA PILLAI (*Nominated*): These statistics are given by the Government. The people are spread over Kalkulam, Tovala, Kottar, Eraniel, Shencottah and also in the neighbourhood of Devicolam.

6,25,000 human beings are craving for education in their own mother-tongue. The Tamilians are asking for Tamil and Mr. Hoogewerf is prepared to give them instruction in Malayalam! That is kind indeed.

Verily, when children ask for bread we are to give them a stone! But the unsatisfied craving will be there and it will be a stupendous fact whose importance cannot be hid under a bushel, that is, cannot be minimised by any amount of sophistical argument or forensic legerdemain!

Personally I have much regard for the Malayalam language, not only for its own sake but also for its close kinship to Tamil. And while I think we should welcome all legitimate efforts for the development of this daughter of Tamil, any attempt to maltreat the revered mother should, I submit, be sternly discouraged. Tamil, I think, has been recently pronounced to be a State language in the Civil Procedure Code. I have nothing to say against my Malayalee friends who are not opposed to instruction being given in Tamil.

MR. A. HOOGEWERF (*Nominated*): I beg to ask Mr. Lakshmana Pillai, whether when facilities are offered in every Malayalam school for the study of Tamil, how this appeal of starvation will hold good.

MR. T. LAKSHMANA PILLAI (*Nominated*): Why not turn the tables and ask that Malayalam may be given in the Tamil schools to be established to the same extent as Tamil in Malayalam taluks?

MR. A. HOOGEWERF (*Nominated*): What difference will it make practically?

MR. T. LAKSHMANA PILLAI (*Nominated*): It is all the same. The principle enunciated has existed that, in places where Tamil preponderates, there should be Tamil schools, and where Malayalam preponderates, Malayalam should be taught. This principle has not been attacked in the course of the discussion.

MR. G. PARAMESVARAN PILLAI (*Neyyattinkara*): May I know if Mr. Lakshmana Pillai objects to the creation of facilities for private teaching of Tamil in Malayalam schools?

MR. T. LAKSHMANA PILLAI (*Nominated*): This is what the G. O. says:

"In the Tamil schools now existing and those that may become Tamil schools by conversion, Malayalam will be taught as second language in classes III and IV".

Some of our Malayalam-loving friends, in their feverish, though very natural, anxiety to give an impetus to the development of their

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mother tongue, should not do that to their Tamilian brethren which they would themselves fain avoid, nay, powerfully resent, if directed towards their language. This is but justice and fair play. The Tamilians, so well spoken of by Dewan Mr. Krishnan Nair to have served both Government and the people with faithfulnes and distinction, and who form the very back-bone of the trade and the industry of the country well deserve considerate treatment at the hands of Government.

It would be well to reflect in this connection, that by pressing the Tamilian to study Malayalam against his will, by offering him a premium to forget his own mother tongue(which, by the way, he will never do), the strain upon his nerves would be excessive beyond sufferance and exceptional, as he will, in addition to the study of his own mother-tongue, have to tackle the study of such a difficult language as English in order to keep abreast of the progressive needs of civilisation. What shadow of justification is there for putting this extra and, may I say, destructive strain upon him? Perhaps, he may require a working knowledge of Malayalam, just enough for the requirements of the public service, though even here, I may incidentally ask what the thousands of students who have passed out their School Leaving examination in Malayalam are now doing and what chances they have to enter the public service? The study of Malayalam therefore should be left entirely to the good will of the Tamilian himself.

Since the Government have embarked on the policy of converting Malayalam schools into Tamil ones, they have to provide for all the the necessary facilities and should not grudge the necessary expense. This is but the barest justice to the Tamilians. Mr. Kumara Pillai said that there are no Tamil students in a particular school in the First Class. This is because it will take some time till Tamil boys come to understand that the necessary facilities are furnished therein for the study of Tamil.

MR. T. KUMARA PILLAI (*Eraniel* cum *Vilavankod*): I know as a matter of fact that almost all the boys are Malayalam-speaking boys in that school at Tuckalai.

MR. T. LAKSHMANA PILLAI (*Nominated*): I expect that in a few years Tamil-speaking people will be forthcoming on the necessary notice being given.

MR. PAUL V. DANIEL (*Agastiswaram*): Sir, the subject under discussion is one which is very near to the heart of every south Travancorean. Time was when Tamil was the language of the Court and the Council Hall, if not for the whole of Travancore, at least for the southern portion of it. Gradually it has been elbowed out and driven to bay in the South. From being the language of councillors and statesmen it has become the language of the innocents; from adorning the Hall of Audience and the Council Chamber it has taken refuge in the home and the hearth. If persistent pursuit presses it hard even from its last resting place, it may legitimately turn to bay.

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[Mr. T. K. Velu Pillai.]

I beg leave to quote to you in this connection a famous battle-cry of recent days:—"Ulster will fight, and Ulster will be in the right". To cut off facilities for Tamil study in Taluks where Tamilians live, I beg leave to submit, would be taken by my constituency as marking the nadir of their mother-tongue's vogue in this country and as having sounded the battle call for vigorous protest. I do not wish it to be understood that I say my Malayalee countrymen want to dominate us, Tamilians. I admit that a knowledge of Malayalam is absolutely essential for all citizens of Travancore. I would not stand in the way of Tamils assimilating the language, culture and civilisation of the country in which they live, so long as they do so of their own voluntary will. But, one people should not force down the throat of others, within the gate of their own language, civilisation and customs, a system of forcible feeding as it were. My friends in the House might admit that Tamil is one of the mothers of their mother-tongue.

MR. T. K. VELU PILLAI (*Trivandrum* cum *Nedumangad*): The latest pronouncement upon the subject is that Tamil can be treated as a sister of Malayalam, but not as the mother. (*Laughter.*)

MR. PAUL V. DANIEL (*Agastisvaram*): Indeed, it is there grandmother tongue. Grandmothers are often discarded. But, that does not mean that there should be strife among first cousins. The movers who are ardent partisans of individual partition of *Tarwad* property would easily understand us who stand for an independent position for Tamil in this country. The attitude of the present administration towards this problem is sane and sound. The policy which demands, if possible, a knowledge of Tamil in those who serve in the Tamil country, the publication of such matter in the Gazette in Tamil as may prove of importance to the Tamil-speaking population, and the recent opening of Tamil schools in the State where Tamilians live, are things which are felt to be absolute necessities for a considerably large section of His Highness' subjects. To put difficulties in the way of such a policy is to court discontent and estrangement. I therefore oppose the motion.

MR. S. KRISHNA AIYAR (*Mavelikara* cum *Kartikapalli*): I move that the question be now put.

MR. S. SUBRAHMANYA KARAYALAR (*Pattanapuram* cum *Shenkottah*): I wish to know whether this House objects to Tamil being taught as the official language and Malayalam as the State language.

PRESIDENT: Nobody in the House seems to object to it. Does the House want a closure?

MR. T. K. VELU PILLAI (*Trivandrum* cum *Nedumangad*): I oppose the motion. The subject is a very important one. I request that the motion for closure be not put. I am not for inflicting Malayalam upon Tamilians. There is nobody in this House who will be cruel. It is a matter of administrative inconvenience that induced

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me to say a few words. If there is any definite limit on the Tamil country, difficulties of this kind would not have arisen, I do not think that in the taluks of Tovala, Agastisvaram and Sheucottah, the difficulties regarding the respective claims of Malayalam and Tamil will not arise. But the matter is different in Kalkulam and Vilavankod. If we accept the principle, Sir, we may have to provide Tamil schools in Trivandrum. There are some places where there is a preponderant Tamil population. For example, take Chalai side where most people speak Tamil. If the principle is according to the preponderating population we shall have to establish a Tamil school at Chalai. The problem is much larger than one can at present appreciate.

PRESIDENT: It is not the Tamil-speaking population. It is the student population who resort to that particular School. That is the principle.

MR. T. K. VELU PILLAI (*Trivandrum cum Nedumangad*): I see that point, Sir. So that difficulties of administration will become greater if we have some good Tamil schools in certain localities and if people do not take sufficient interest in Malayalam. There will be agitation to see that in Tamil districts only Officers knowing Tamil should be appointed. That argument will gather force as time goes on. I am distinctly in favour of having efficient Tamil schools in Tamil Districts. But at the same time, in order to prevent administrative difficulties, I am for having at least one Malayalam school at the headquarters of each taluk.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Professor of History and Economics*): Sir, I do not want to dilate on the merits of the question; but I may refer to one or two points that have arisen not only now but when I happened to serve as Inspector in the Southern Range in South Travancore many years ago and had to inspect a considerable number of schools. In those days, there was no distinction between the Inspector of English Schools and the Inspector of Malayalam Schools; the whole range was under one officer in charge of a great Division. One matter that then distressed me was the extremely bad character of the work done in all Tamil schools; and I discovered that the cause of it was that the medium of instruction, Malayalam, was a language that the boys in those schools did not understand. And what I first of all took to be more or less due to the natural defects of the student population was subsequently found to be due to the fact that the students were being addressed daily in a language which they did not comprehend. I think it will be admitted that, as a question of sound education, it is no good whatsoever in all these lower classes to have instruction given in a tongue which is not the mother-tongue. That was what I found in those days. I find the same difficulty existing at the present time in Trivandrum. In the Model School in Trivandrum there are certain classes in which, on account of the very small proportion of Tamil boys, instruction is imparted entirely in Malayalam for both the Tamil-speaking and Malayalam-speaking boys. The result is that the

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[Rao Bahadur K. V. Rangaswami Aiyangar.]

Tmil boys invariably suffer a great deal unless, by accident, a sufficiently large number of Tamil boys come in and it is possible to open a Tamil section for the Tamil-knowing pupils. Even now sufficient difficulties have arisen, because when occasionally, teachers who do not know any language except Malayalam, are transferred, and when they are asked to teach these classes, naturally they have of necessity to speak in Malayalam.

MR. M. R. MADHAVA VARIAR (*Chengannur* cum *Pattanamtitta*): Does Mr. Aiyangar know that teachers who do not—

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Professor of History and Economics*): May I request Mr. Madhava Variar to refer to me by my name as Mr. Rangaswami Aiyangar and not as 'Mr. Aiyangar'? If he finds "Mr. Rangaswamy Aiyangar" too long, I have no objection to his referring to me even as "Mr. Rangaswami" since I have always experienced courteous treatment from him in the debates. 'Aiyangar' is a title. There are thousands of Aiyangars.

May I now have Mr. Madhava Variar's question?

MR. M. R. MADHAVA VARIAR (*Chengannur* cum *Pattanamtitta*): Does Mr. Rangaswami Aiyangar know that teachers who do not know Malayalam are sometimes transferred to Malayalam schools?

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Professor of History and Economics*): I am aware of it, Sir, and I may say I disapprove of it.

MR. K. P. RAMAN PILLAI (*Quilon*): Does Mr. Rangaswami know whether Inspectors and Inspectresses who do not know Malayalam are appointed?

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Professor of History and Economics*): I know people are appointed. Mr Raman Pillai in this instance has an advantage over me, as in many other respects, in not merely knowing things that I do not know, but also things that are contrary to my knowledge.

MR. N. PADMANABHA PILLAI (*Karunagapalli*): I wish to know whether there are not many Jews in England and still education is carried on there in the English language.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Professor of History and Economics*): I do not know anything with regard to conditions in England. I am merely talking of things which have come under my personal notice as an educational officer, and I will be failing in my duty if I do not submit to the House a bit of my experience. It is hardly good keeping primary schools, where instruction is imparted in the mother tongue and at the same time call the attention of the people to the fact that it is not their mother tongue. I know that in certain places we are in the border line and unable to distinguish which is the mother tongue, as Mr. Velu Pillai

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pointed out; and this would necessitate the teaching of them in a common language which they do not comprehend. The result of this has been two-fold. Tamilians get transferred to South Travancore; and they do not possess a sufficient knowledge of Malayalam. They speak in a language which is alien to Malayalam and their students are obliged to learn from them in a language which is supposed to be Malayalam. It is a case of complex ignorance that we get altogether—people speaking in a language which is supposed to be Malayalam, and students who do not know Malayalam learning in a language which is supposed to be Malayalam. I think the only way in which the thing can be solved is to provide not only for a knowledge of Tamil as essential for the teaching of Tamil students in their mother-tongue but at the same time to provide for the learning of a bilingual character. It is only in that manner that the difficulty is likely to be solved. In Trivandrum and other places to which I made reference, facilities for this do not exist. People still continue to be taught Malayalam, and they do not have the opportunity of learning Malayalam as a second language which would be possible when provision would be made for the Malayalam schools being converted into Tamil schools.

MR. K. P. RAMAN PILLAI (*Quilon*): Sir, I thought Mr. Rangaswami would tell us something about the old expression he used regarding——

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Professor of History and Economics*): May I request that in referring to me, Mr. Raman Pillai will give my full name, as "Mr. Rangaswami Aiyangar," and not call me "Mr. Rangaswami."

MR. K. P. RAMAN PILLAI (*Quilon*): Why should I not call him Mr. Rangaswami? He just now gave permission to the House to do so.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Professor of History and Economics*): No, Sir, that is not so. I said I had no objection to Mr. Madhava Variar referring to me by my name only, if he preferred to do so. Mr. Madhava Variar is always courteous, and when I said so, he was good enough to refer to me as "Mr. Rangaswami Aiyangar." The permission given to Mr. Madhava Variar is not to the whole House. I must now object to being referred to simply as "Mr. Rangaswami" by Mr. Raman Pillai.

MR. K. P. RAMAN PILLAI (*Quilon*): I shall continue to refer to him as "Mr. Rangaswami."

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Professor of History and Economics*): I must object, if he does so; it will not be good manners to persist, after my objection.

MR. K. P. RAMAN PILLAI (*Quilon*): I strongly protest against this kind of talk by Professor Rangaswami Aiyangar. I thought, when he told Mr. Madhava Variar how he should be personally addressed, that it is a permission given to all the members

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[Mr. K. P. Raman Pillai.]

of the Council. For him to say that I do not know good manners is simply cheek and nonsense.

PRESIDENT: Order, please, order.

MR. K. P. RAMAN PILLAI (*Quilon*): He is taking advantage of the position he holds under the Government.

PRESIDENT: I must call you to order. I do not think you are right in referring to his position under the Government.

MR. K. P. RAMAN PILLAI (*Quilon*): Now he has got up and chastised me almost for not addressing him as an Aiyangar; since he explained that it was a mere title, I thought I might as well not use it. You will remember, Sir, that in my last question when I addressed him in that way he accepted it. Now for him to say that it is bad manners is cheek, and unless I am in this Council I know what to ask for that. I do not want to say that in the Legislative Council. I know how he was behaving in the classes. Since I am in the Council I do not want to say anything more. I have absolutely no objection to such a behaviour to his students. What do I care? It makes absolutely no difference to me. But he was chastising me from the other side!

PRESIDENT: Let this incident close. Will you please proceed with the subject, Mr. Raman Pillai?

MR. K. P. RAMAN PILLAI (*Quilon*): Sir, I am extremely sorry for the incident. I think the ruling of the Chair is that we should address members as "Mr." Mr. Rangaswami Aiyangar, I thought, would refer to his old theory, on which he was very eloquent in this House about the tyrannising of the minority over the majority. We had too much of it during the last session when the Professor was growing eloquent on this kind of tyranny, and he was quoting instances from Greece, Egypt, Belgium and other parts of the world.

RAO BAHADUR K. V. RANGASWAMY AIYANGAR (*Professor of History and Economics*): Sir, I rise to speak a word of personal explanation. I did not refer to Belgium, Greece and other places. It is absolutely untrue.

MR. K. P. RAMAN PILLAI (*Quilon*): It may be that my memory is failing me. But I too know a bit of foreign history. Now I am surprised to find that when it comes to the question of one's own language such theories are quietly shelved. I am not much of a history student.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Professor of History and Economics*): May I ask, Sir, how my position is inconsistent? I have not asked now for the tyrannising of the minority over the majority. How does he justify his position? I have not referred to the tyrannising of the minority over the majority in this particular case; I have not done any such thing at all.

MR. K. P. RAMAN PILLAI (*Quilon*): I do not think it is consistent with my dignity to answer his question, and I refuse to answer.

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MR. T. K. VELU PILLAI (*Trivandrum cum Nedumangad*): I rise to a point of order. The motion before the House relates to a discussion on the subject; and I do not know if gentlemen in the House are justified in answering accusations against each other.

MR. K. P. RAMAN PILLAI (*Quilon*): I know a bit of Indian History too. Sir, at one time when this country extended beyond the Ghauts, a portion of the Tamil districts formed part of it. It was the Nair blood that was split in conquering those places. And owing to the friendly alliance with the Tamil kings, much of that territory was given back. It is by this accident that we have a great mixture of Tamil in this country. You know, Sir, that our Sovereign's mother-tongue is Malayalam, and the official language, as Mr. Hodgson calls it, is Malayalam.

MR. T. LAKSHMANA PILLAI (*Nominated*): Does the member know that our Sovereigns know Tamil also?

MR. K. P. RAMAN PILLAI (*Quilon*): I do not care. The official language, as I said, is Malayalam. And the Tamilians and Malayalees were moving on friendly terms. We know that many of our Dewans have been Tamilians. This idea of conversion never occurred to the Tamilians who were living in this country and they never felt the difficulty. Nobody said that Tamil is not a rich language. Tayumanavar's writings are in Tamil; all the philosophy and religion—everything is in Tamil. Malayalam is nothing when compared to Tamil. Can anybody deny that Tamil is not a rich language? Is not, in point of science, German a richer language than other European languages; or Sanskrit richer than any other language in India? Is that a ground for us to urge that Sanskrit should be made the medium of study? These are all beside the point. Mr. Hodgson was telling us that the cost would be small; and he also gave the House an indirect warning that this is bound to go on increasing, as we begin to convert more and more Malayalam schools into Tamil ones. Mr. Lakshmana Pillai was asking me whether His Highness the Maha Raja knows Tamil. I say that all persons must know Tamil. I myself have bought a book and am studying Tamil so that I may know the philosophy and things of that kind contained in that language. We have been very tolerant; we have never raised any distinction between these two languages. No doubt, there had been little murmurings on account of the distribution of the official loaves and fishes. But my contention is that the extension of this principle will lead not only to practical difficulties but is sure to widen the cleavage between Malayalam and Tamil. It will sharpen the distinction, and eventually we may come to the position of segregating all Tamilians from the Malayalees, just as Kemal Pasha had to give up all his places by—

MR. T. LAKSHMANA PILLAI (*Nominated*): Are the Welsh separated from the English, because the Welsh language is different?

MR. K. P. RAMAN PILLAI (*Quilon*): I do not care about the Welsh.

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[Mr. L. C. Hodgson.]

MR. L. C. HODGSON (*Director of Public Instruction*): Sir, I think Mr. Raman Pillai is on the whole in favour of the policy which is being pursued with regard to the conversion of Malayalam into Tamil schools. But he was very anxious that this should not be carried too far. I might say, Sir, that the inspecting officers are very careful in this matter. Before converting a school or a class in Malayalam into Tamil, they make sure that the percentage of Tamil-speaking pupils is preponderatingly large. In fact, I think that the proportion agreed upon was that it should be two to one.

Mr. Hoogewerf is against this policy, I believe, largely because he fears that it might lead to the Tamil-speaking officials being posted in north Travancore where the language is Malayalam; this may create difficulties. Now this is the very thing that I was told over and over again in the Tamil taluks when I was there, *viz.*, that the effect of Malayalam being taught in the schools is that only Malayalam officials are posted in Tamil taluks. They have Malayalam officials, Malayalam Inspectors of schools, Malayalam Tahsildars, Malayalam Policemen, and Malayalam Excise people in Shencottah—a taluk whose spoken language is foreign to these people. And it causes very great difficulty. They themselves urged that Tamil should be taught very widely so that the officers posted there might be Tamil-knowing and this difficulty might be removed.

Mr. Velu Pillai fears that this is going to be a large and costly business and that it will lead to difficulties. He mentioned that in Kalkulam and Vilavankod the question was a complicated one; and indeed, in the case of Vilavankod I found that it was extremely complicated. When I was at Martandam in south Travancore, it was very difficult for me to discover whether Malayalam or Tamil was the predominant language. What I found was that neither Tamil nor Malayalam was the predominant language, and what the majority of the people spoke was a mixture of the two, a kind of patois. In such places it is very difficult to know what language should be made predominant, so much so that in the case of Vilavankod, the Government order itself lays down that the people should be consulted in every instance, whether they wish their pupils to be taught in Tamil or in Malayalam.

Mr. Velu Pillai also explained that there are a good many Tamil-speaking people in Trivandrum and in other large towns and he feared that, when we are embarking upon this policy of permitting Tamil education we should be incurring a large expenditure for establishing Tamil schools in these towns. That was also considered when we began this business and the Government declared—it is not in the G. O. under consideration but in another—that if the local people in towns like Trivandrum, Quilon or Alleppey, where there are a large number Tamil-speaking people, wanted Tamil schools, there was nothing to prevent them starting private Tamil schools with Tamil as the medium of instruction and such schools, along with others, would receive a grant-in-aid.

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Mr. Raman Pillai fears that the cost may grow from year to year, and he refers to me as having said that this is the case. I very carefully said, Sir, that for a time the cost of carrying on this policy would increase, but there is a limit to this. There are only half a dozen taluks which have Tamil schools, and it would not take very long, and it would not cost very much to convert all of them—all those thought necessary —from Malayalam into Tamil schools. I said that, for the present, it cost very little; because, for converting the I or the II classes, the Malayalam class teacher is found, in some cases, to know sufficient Tamil to teach these classes. When we come to the higher classes, it will be necessary to get purely Tamil teachers, and the cost, for a time, will increase. As I said, it is only for a time, because the area over which this is being done is very limited. I would therefore ask Mr. Raman Pillai not to press his motion. I think we are doing what is the right thing in teaching, as far as possible, the pupils of south Travancore through their mother tongue. I think most people will agree that it is easier to learn if the pupil is taught in his mother tongue than through a foreign language. We are being told every day that the education even in colleges should be imparted in the Vernacular. Consistent with that, the education of the Tamil-speaking pupils should be conducted in Tamil.

PRESIDENT: Do you press your motion to a division, Mr. Raman Pillai?

MR. K. P. RAMAN PILLAI (*Quilon*): Sir, I would ask the President to pass a ruling whether Mr. Rangaswami Aiyangar was right in saying that I had no good manners. Till then, I decline to take any part in the proceedings of this House. No doubt, he is a Rao Bahadur drawing a good salary in the College and I am an ordinary High Court pleader. But I must point out to you that, in the matter of self-respect, it has yet to be seen who values it more. And so far as the status in this Council is concerned, I hold as good a status as Rao Bahadur K. V. Rangaswami Aiyangar. And though he was teaching me once, we now possess only one vote each and I think you would kindly hold the balance. So far as my conduct in this Council is concerned, I am sure, not a single member of this Council has any reason to complain that I had been ever discourteous to him or that I had given any room for complaint. I thought that I was giving satisfaction to all concerned. The incident that led up to this scene is also fresh in your mind, and therefore, I do not wish to plead for my case; but I submit, as a gentleman, Mr. Rangaswami Aiyangar ought to withdraw the expression he used.

PRESIDENT: I thought the incident was closed. But, as you have referred to it, I would tell you that the tone in which you mentioned his name more than once was not the right sort of tone and that provoked Mr. Rangaswami Aiyangar into saying words which I must regard as unnecessary and unhappy, and they were the cause of your using language which led to my intervention. I thought both of you would forget the incident. I trust the incident will now close and it will not be re-opened.

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[Mr. P. K. Narayana Pillai]

Now I would request you to say whether you press the motion.

MR. K. P. RAMAN PILLAI (*Quilon*): No, Sir, I do not press.

The motion was by leave withdrawn.

Motions 293 to 298.

The following motions were not moved:—

MR. M. N. PILLAI:

293. To omit the allotment of Rs. 1,560 for conversion of Malayalam into Tami schools.

MR. N. RAMAKRIHNA PILLAI:

294. To reduce the allotment of Rs. 2,03,824 for Vernacular High and Middle Schools for girls by Rs. 100.

MR. N. RAMAKRISHNA PILLAI:

295. To reduce the allotment of Rs. 7,500 for Special School for Malayala Brahmins by Rs 100.

MR. V. KUNJUKRISHNA PILLAI:

296. To reduce the allotment of Rs. 1,685 for establishment by Rs. 100.

MR. V. KUNJUKRISHNA PILLAI:

297. To reduce the allotment of Rs. 385 for office expenses by Rs. 50.

MR. V. KUNJUKRISHNA PILLAI:

298. To reduce the allotment of Rs. 1,000 for travelling allowance to members by Rs. 500.

Motion 299.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): I beg to make the following motion:

299. To reduce the allotment of Rs. 7,52,250 for grants-in-aid to schools by Rs. 50,000.

Sir, I feel that in making this motion, I am on pretty delicate ground, for, there are communities which now have the benefit of the fee concessions made by Government, and there are also communities which have not got any concession in that respect. The necessity for amicability among the different communities in the land is appreciated by me more than by anybody else. But occasionally, when such questions come up before the Council, one is tempted to imagine that the different communities hold themselves in readiness to misunderstand each other, as if they are maintaining a position of armed neutrality liable to be disturbed at the slightest stir. I would preface, in making this motion, that nothing is farther from my mind than to aim the motion as having been directed against any particular community at all. I wish the Council should consider the matter in a philosophic, say just in an abstract spirit, detached from all the communities benefited or not benefited by the fee concessions ordered by the Government.

Referring to the history of this question of fee concessions, I see from the proceedings of the 17th session of the Sri Mulam Popular Assembly that the Kammalars have agitated for it; the Sambavars have agitated for it; and the Chalias also have been for it in

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that year. Coming to the 18th session of the Sri Mulam Popular Assembly, we see that the report of the proceedings contains echoes of what is now known as the students' strike, originating in an enhancement of the school fees, demanded from the students studying in the English schools. Page 156 of the report of the 18th session may be referred to in this connection as showing the arguments of Mr. Padmanabha Pillai pressing the Government to reconsider the question of the enhancement of school fees which were attempted to be collected from the various sections of the different communities in the land without any distinction. Government said, in that connection, that they could not go back upon the principle and in view especially of the heavy burdens undertaken by Government in the matter of English education, as particularly pointed out by communiques and replies, to deputation that the enhanced school fees would have necessarily to be paid. In the same report, on page 162, we see that the Gaudasarasvata community, living in Travancore, pressed for half-fee concession with respect to their own community. Then the Government pointed out that they were not numerically strong and they were not entitled to any fee concession. Coming to the 19th session, we see certain further agitations in this respect. I may draw the attention of the House to the report of the 19th session, on page 183, where there is an adumbration of principle in this respect by the Government. Replying to the request of the Nadar community, Government pointed out that half-fee concession with respect to English education had been conceded in their favour, but in regard to Vernacular education, the Government would not easily concede their request, and ultimately it was pointed out that they were not a poor community.

With respect to this question of educational concession, I notice, Sir, further, from Government pronouncements that the various communities have been classified into two or three groups. First of all, we have got the depressed class and then we have got the backward class which itself is sub-divided, as backward in respect of Vernacular education and backward with respect to English education. These various classifications have been made for facilitating the grant of fee concessions. Now, that there is heart-burning in certain communities with respect to the question of half-fee concession, is very clear from what I have already referred to. The unevenness of the measure has been prominently brought to light quite recently, by the concession in favour of the Ezhava community. Let it not be understood that I envy the concession granted in favour of the Ezhava community. Far from it. If there is a possibility of advancing the interests of the Ezhava community in any right and fair method, I have absolutely nothing to say. But we have to go to the principle underlying the fee concession. For my part, I would say that the whole question received the serious attention of a committee appointed by Government including members selected by this House, I mean, the Scholarships Committee. In the discussions of that committee, and in the report of that committee, it has been practically agreed to by officials and non-officials that the encouragement of the State in the matter of education should be based upon two

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[Mr. P. K. Narayana Pillai.]

considerations *viz.*, the poverty of the recipient as well as his deserving nature. Since we dealt with the question of scholarship in that committee, the question of the merit of the recipient had necessarily to be emphasised. But, in the matter of fee concession I would point out that it is the question of poverty that preponderates and the question of merit plays only a subordinate part. When you concede in favour of any particular student anything in the matter of his fee, necessarily it must proceed upon the inability of the student to make the payment. I also draw the attention of the Government with respect to what has been said of the Nadar community where the Government emphasised the question of poverty. Viewed in that light, I beg to submit that it is extremely difficult to find out the principle underlying the fee concessions made to the various communities in the State. For example, begging not to be misunderstood, I would draw the attention of the House to the Ezhava community itself. Can it be said that, there are not very many wealthy men in the Ezhava community? It is a very great and important community—a community which is coming forward year after year in the matter of material welfare and prosperity. With respect to that community, it may be seen that, in the 17th session of the Popular Assembly, representatives of that community never made any request in the matter of fee concession. It was at the 18th turn that my friend Mr. Kumaran Asan and others thought they would make a claim in the matter of fee concession. We had an echo of that representation during the general discussion of the budget in the speech of Mr. Kumaran, that it was not, because of any general pecuniary inability looking at the present situation, that they called for assistance, but as a matter of reparation as an atonement for the past sins of Government in the matter of educational policy towards them. If that is the view to be taken as a ground for supporting the concession, I would submit that some of the other communities would also request the Government to re-open accounts which are regarded as already settled. So far as English education is concerned, I distinctly remember that, while I was a student in the Alleppey High School, which Mr. Hodgson mentioned as having been abolished during the time of Dr. Mitchell, about the year 1070, there were, in that institution, teachers, as well as many students, belonging to the Ezhava community. Can it be contended that the Ezhavas were purposely shut out so long ago as that? So, on that principle, it is very difficult to advocate the grant of fee concession. Therefore, we want an intelligible principle to go upon. Poverty is not communal. All members of any particular community are not of the poverty-stricken variety. If at all, there may be the Pulaya community and the Paraya community of the depressed class variety, in whose case we see there is a kind of relative poverty as compared with other communities. In such cases, probably, we may start with a presumption in favour of communal poverty. But, to say that other communities like the Nadars, Ezhavas and others, are to be taken *prima facie* as entirely poor, is

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to presume things without foundation. There are a number of poor people in my own community—a community in which what is known as the *tarwad* system operates. Obviously the junior members may be taken to be as poor as church mice. Other communities, viewed in such light, may appear to be poor. In the light of these observations and also in view of the fact that it is the individual and individual *alone* that now tells, so far as administration is concerned—for example, for a breach of the ordinary law it is not the community that is punished but it is the individual—in view of all this I would submit that this question deserves closer scrutiny and some intelligible principle will have to be evolved out of the various rulings and observations of Government on which the fee concessions may be based. My submission is that poor students in every community, keeping apart the question of depressed classes alone, are entitled to the fee concessions so graciously offered by the Government. Of course, there is considerable difficulty in the matter of selecting the students. While we were on the Scholarships Committee we experienced similar difficulty. No doubt, it is extremely difficult to define poverty. Yet poverty is a well-understood thing. An agency will have to be created by Government for the purpose of selecting students for scholarships and concessions. On the other hand, if the Government do not propose to employ an agency of that description and to base the question of fee concession and scholarship upon an intelligent principle, your desire, as mentioned on the occasion of the 19th session of the Popular Assembly:

> "That the object of Government should be to bring all communities together and promote a spirit of union for the common good: and communal representation militates against such an attempt:"

will hardly be carried out. Rightly or wrongly, it is quite possible that a concession to one community will be misunderstood by other communities and there is just cause also for the same. So, in view of these troubles, I would submit that Government should be so good as to lay down the policy that poverty alone is the guiding principle irrespective of the recipient belonging to any particular community in the Sate. No doubt, as I submitted, in the case of the depressed classes the position of the Government is quite correct. I would only point out that the position taken at the general budget discussion by Mr. Kumaran, who unfortunately is not here now, when he observed that all fair-minded men would agree to the concession in favour of the Ezhava community, implied thereby that some of us are not fair-minded men. It is a very hard statement. For, fair-mindedness has its roots in equality and equity; when any particular concession appears to be iniquitous, the party pleading for that particular concession is the party who may be held open to the charge of unfairness. With these observations I commend this motion for the acceptance of the House.

MR. L. C. HODGSON (*Director of Public Instruction*): Sir, the motion before the House brought forward by Mr. Narayana Pillai is to reduce the allotment of Rs. 7,52,250 for grants-in-aid to schools by Rs. 50,000. Literally his proposal is to reduce the grant. The actual

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[Mr. L. C. Hodgson.]

proposal is that reconsideration should be made with regard to a certain order promulgating fee concessions to certain sections of the people of Travancore. Mr. Narayana Pillai has mentioned to us that in various sessions of the Popular Assembly, representations were made from time to time by different communities for concessions in school fees. I might say that, for a long time now, the Government and the Department have been considering how it will be best possible to make concessions so as to help the communities that are backward and in need of such help. It is a very old story that certain communities were given such concessions and I may refer to rule 126 (c) of the Education Code. It says:

"The rates of fees for Mahomedan, Pulaya, Pariah, Jewish, Kurava, Vala, Marava, Kaniar, Kakkala, Araya, Barber and Patiyan students in all departmental institutions shall be half of those prescribed for ordinary students."

This rule was in the original issue of the Code in Dr. Mitchell's time but the number of the communities benefiting by it has been added to from time to time. Mr. Narayana Pillai has referred to the Scholarships Committee of which he was a member, and has reminded us that the report of the committee recommended that the scholarships should be awarded primarily on the basis of poverty combined with intelligence.

MR. T. K. VELU PILLAI (*Trivandrum cum Nedumangad*): May I know what meaning attaches to the word community?

MR. L. C. HODGSON (*Director of Public Instruction*): I mean class of the community. I think that is fairly known to the member.

The Scholarships Committee were not as unanimous as Mr. Narayana Pillai remarked, because while he himself was in favour of the assignment of scholarships to pupils mainly on the basis of poverty, he, in his minute of dissent, pointed out that there were very great difficulties felt by the committee whose report he said was incomplete and half-baked in regard to the principle of determining poverty.

MR. P. K. NARAYANA PILLAI (*Amba'apuzha*): May I remind him that, on the general principle, there was practical agreement? Only on the question of determining poverty, there was some divergence.

MR. L. C. HODGSON (*Director of Public Instruction*): There was one member, Mr. G. Parameswaran Pillai, who was opposed to the award of scholarships on the question of poverty only. With regard to fee concessions there is a certain distinction. But, fundamentally they are the same thing, because both of them concede something by way of money as given to the students to pursue their studies. In the case of scholarships greater merit is required. They are never given unless on evidence of decided merit. I disagree altogether with Mr. Narayana Pillai, when he thinks that fee concessions should be given simply and solely because the pupils are poor even if they are stupid. We do not want to give assistance to dullards to go to the schools.

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Then, Mr. Narayana Pillai alludes to the economic condition of the various communities who are benefited by these concessions. I said the other day that, with certain individual exceptions, the communities are generally believed to be poor. Mr. Krishna Aiyangar in his speech mentioned the anomalous case in which the son of a High Court Judge had to pay only half-fee, whereas his peon had to pay full fee for his son. Sir, when I was Headmaster of the Breeks Memorial School at Ootacamund, I had studying there the grand-son of that very rich man Mr. A. R. Hajee Fakir Mahomed. He was a very wealthy man. His grandson came to school in a carriage-and-pair whereas I had to go on a cycle or walking. Well, his grand-son paid only half fees amounting to twelve annas. Subsequently when the half-fee concession was at my instance withdrawn from the Muhammadans of Ootacamund, the boy's father Mr. Jaffir Muhammad wrote to me and complained that he had to pay as school fees for his son Re. 1-8 which was a very large sum. (*Laughter.*)

Mr. Narayana Pillai has suggested that the question of these fee concessions should be reconsidered again. I believe that the Government are quite willing and prepared to go into the question and remodel it, basing it more on the ground of poverty combined with the question of literacy and ability than upon other grounds. I take it that that will be done, but it cannot be very well done for the current year. For the current year we have undertaken to reimburse the private schools to the amount of about Rs. 50,000. It is a reimbursement to the private schools to save them from loss of income by granting these fee concessions to the various communities. I might say that when the concessions were put into force we found that it would be a hardship to many private schools who either have to sacrifice half the fees or to stand the loss of their pupils.

MR. T. K. VELU PILLAI(*Trivandrum* cum *Nedumangad*): Would it encourage self-reliance on the part of private institutions?

MR. L. C. HODGSON (*Director of Public Instruction*): It is rather hard to encourage self-reliance at the sacrifice of a large part of their income! And consequently, after having various representations from private schools and feeling that it was really very hard on them, and also feeling that it would be very difficult to accommodate all these boys and girls from private schools in departmental schools, we decided to reimburse the managers for the loss of income caused by these concessions.

MR. T. K. VELU PILLAI (*Trivandrum* cum *Nedumangad*): Has any private school manager informed Mr. Hodgson that he would close his school if this grant is not made?

MR. L. C. HODGSON (*Director of Public Instruction*): They have told me that they would have to close schools. Commissioner Blowers of the Salvation Army, and the Rev. Mr. Edmonds of the London Mission, both told me the same thing. We have consented to reimburse them. That is the reason why this Rs. 50,000 budgeted for is necessary, and I would ask the Council to allow it on the

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[Mr. P. K. Narayana Pillai.]

understanding that the Government are prepared to consider over again the whole question of fee concessions in schools.

PRESIDENT: The time for the discussion of this demand has expired.

In the light of what Mr. Hodgson has said, do you press your motion, Mr. Narayana Pillai?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): I accept the assurance and on the strength of the assurance, I do not want the motion to be put to vote.

The motion was by leave withdrawn.

Motions 300 to 311.

The following motions lapsed, the time allotted for the demand having expired:—

MR. K. P. RAMAN PILLAI:

300. To reduce the allotment of Rs. 7,52,250 for grants-in-aid to schools by Rs. 50,000.

MR. N. RAMAKRISHNA PILLAI:

301. To reduce the allotment of Rs. 7,52,250 for grants-in-aid to schools by Rs. 100.

MR. N. RAMAKRISHNA PILLAI:

302. To reduce the allotment of Rs. 3,400 for sale of MacMillan Readers by Rs. 100.

MR. N. RAMAKRISHNA PILLAI:

303. To reduce the allotment of Rs. 9,44,168 for Miscellaneous by Rs. 10.

MR. N. PADMANABHA PILLAI:

304. To reduce the total allotment of Rs. 32·35 lakhs under Demand XII by Rs. 1,00,000.

MR. M. R. MADHAVA VARIAR:

305. To reduce the total allotment of Rs. 32·35 lakhs under Demand XII by Rs. 80,000.

REV. FR. KURIAKOSE VETTIKKAPALLI:

306. To reduce the total allotment of Rs. 32·35 lakhs under Demand XII by Rs. 1,000.

MR. TARIATU KUNJITOMMAN:

307. To reduce the total allotment of Rs. 32·35 lakhs under Demand XII by Rs. 1,000.

MR. A. GOVINDA MENON:

308. To reduce the total allotment of Rs. 32·35 lakhs under Demand XII by Rs. 100.

MR. G. PARAMESVARAN PILLAI:

309. To reduce the total allotment of Rs. 32·35 lakhs under Demand XII by Rs. 100,

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MR. M. R. MADHAVA VARIAR:

310. To reduce the total allotment of Rs. 32·35 lakhs under Demand XII by Rs. 100.

MR. P. K. NARAYANA PILLAI:

311. To reduce the total allotment of Rs. 32·35 lakhs under Demand XII by Rs. 5.

The question that Government be granted Rs. 32·35 lakhs under Demand XII - Education was then put and carried.

The House adjourned at 5-34 P. M. to meet again at 11-30 on Monday morning.

S. PARAMESVARA AIYAR,
Secretary to the Legislative Council.

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